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Abstract

This guide consists of 135 lessons designed to teach English to speakers of other languages, or to teach standard English as a second dialect. Each lesson guides the kindergarten teacher through a day's activities. Each activity is identified with a heading, a brief descriptive paragraph, and an example of suggested dialogue. Lessons also list various materials such as pictures, toys, and puppets to be used during the activities. The program, presented in a linguistic sequence, emphasizes oral speech development. Children hear the language patterns modeled by the teacher and then repeat what has been said. Directions like "guide," "help," and "with the teacher's help" indicate when the teacher should model the pattern for the children. Once the children are able to control a pattern automatically through several oral repetitions, they can use the language in meaningful situations. Though the guide has been planned to cover 1 year, the time required to complete it may vary, depending on the maturational level of the children and the amount of time devoted to the lessons. (JF)

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ESOL - SESD GUIDE
KINDERGARTEN

STANDARD ENGLISH AS A SECOND LANGUAGE OR SECOND DIALECT

PS 002303

BILINGUAL
CURRICULUM
DEVELOPMENT

FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDIES 1969

Foreign Language Innovative Curricula Studies

Project Director: James McClafferty

Bilingual Curriculum Development

Program Director: Ralph F. Robinett

ESOL-SESD GUIDE: KINDERGARTEN

by
Alma Maria Petrini

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INTRODUCTION

The ESOL-SESD Guide was prepared for teachers of language handicapped children at the kindergarten level. The lessons are designed to support language arts programs in teaching English to speakers of other languages (ESOL), and in teaching standard English as a second dialect (SESD).

A Spanish Interference and a Dialect Interference sheet are included as part of this Guide, to help identify some areas of language interference.

Children whose native language is not English, and children who speak nonstandard dialects of English both need ordered, intensive practice of basic sentence patterns and sounds of English. Since a haphazard approach to teaching English does not often produce the desired results, the time devoted to learning a second language must be efficiently spent in order to equip these children to function linguistically in a school situation in which standard English is the medium of instruction. The Guide can be used with mixed groups since the basic sentence structures are presented through kindergarten-like activities and geared to their conceptual and physical needs.

In keeping with the insights gained through research in the field of linguistics, language teaching today emphasizes oral speech development. Speech abilities are basic to the subsequent development of reading and writing skills. The oral approach recommended by linguists involves listening and speaking. The children hear the language patterns modeled by the teacher and then repeat what has been said. When the control of the pattern has become automatic through many oral repetitions, the children use the language in meaningful situations.

A Language Learning Practice sheet, included in this Guide, attempts to illustrate the teaching technique of pattern practice, a technique generally accepted and used with great success in foreign language teaching. Pattern drills are not mere mimicry or repetition. The initial level consists of a teacher-modeled linguistic structure. The second level involves conscious choice with the correct response elicited by a cue which the teacher gives. When the child reaches level three, he is then expected to automatically choose an appropriate response to a particular situation.

The ESOL-SESD Guide has been planned to span a year's work. However, the time required to complete the Guide may vary depending on the maturation level of the children and the time devoted to the lessons.

Each lesson consists of several activities. Each activity includes a heading, a brief descriptive paragraph and usually an example dialogue. The number of activities may vary at one "sitting." They may all be taught during one language period, or at different times of the same day. The activities may need to be spread over two or more days.

Since children are introduced to sentence patterns and vocabulary systematically and through the use of minimal increments, and one lesson is built on the preceding one, the lessons should be taught in order.

Sentence patterns, the primary concern in teaching language, and vocabulary to be introduced or reviewed are listed at the top of each lesson under the titles, Linguistic Focus: New and Linguistic Focus: Review. The section next to it, labeled Materials, lists the audio-visuals needed to facilitate teaching. Reference is made there to appropriate pictures, color chips and puppets found in the Peabody Language Development Kit, Level #1. However, any suitable pictures, puppets and other visual aids you prefer may be used.

Throughout the Guide, sentence patterns presented without any parentheses, for example, "What's your name?" means that the children will practice only that form. However, underlined parentheses, for example, "The (boy)'s (work)ing.," indicate substitutions will be made in those slots with other familiar or new vocabulary items, for example, "The (girl)'s (play)ing." In some instances, parentheses of two kinds will appear in one sentence pattern, for example,"(These) are (zoo, farm) animals." In the first parentheses, the words "Those" or "They" can be substituted for (These). In the second parentheses, only the two words "zoo" and "farm" are used.

The expressions "guide," "help" and "with the teacher's help" indicate the need for the teacher to model the pattern for the children.

The ESOL-SESD Guide attempts to equip children with a new language in addition to their first language. They are not discouraged from using their native language and in no way is it implied that it is inferior. Their second language will simply be another tool, another more generally accepted dialect, which will enable them to be mobile in any career and segment of society.

It is recommended that teachers follow the linguistic sequence presented in the Guide. However, as with all materials, adaptations are sometimes necessary to meet the needs of particular groups. If children already know a sentence pattern, there is no need to teach it. If more relevant or additional vocabulary is required, then by all means it should be taught along with the appropriate linguistic patterns. Of course, there is ample opportunity and need for teachers to motivate and encourage children, and to keep the pace stimulating and brisk.

ACKNOWLEDGEMENTS

I wish to thank Elizabeth Brickman and Elaine Sims who have contributed special talents to the production of the ESOL-SESD Guide. I am also grateful for information and materials made available to me by friends and former colleagues. In addition, my sincere thanks are due to the many teachers and persons who took the time to evaluate the Guide in its preliminary stages.

I also feel indebted to three wonderful secretaries, Maria Castaneda, Isabel Rodriguez and Marlene Kurtz.

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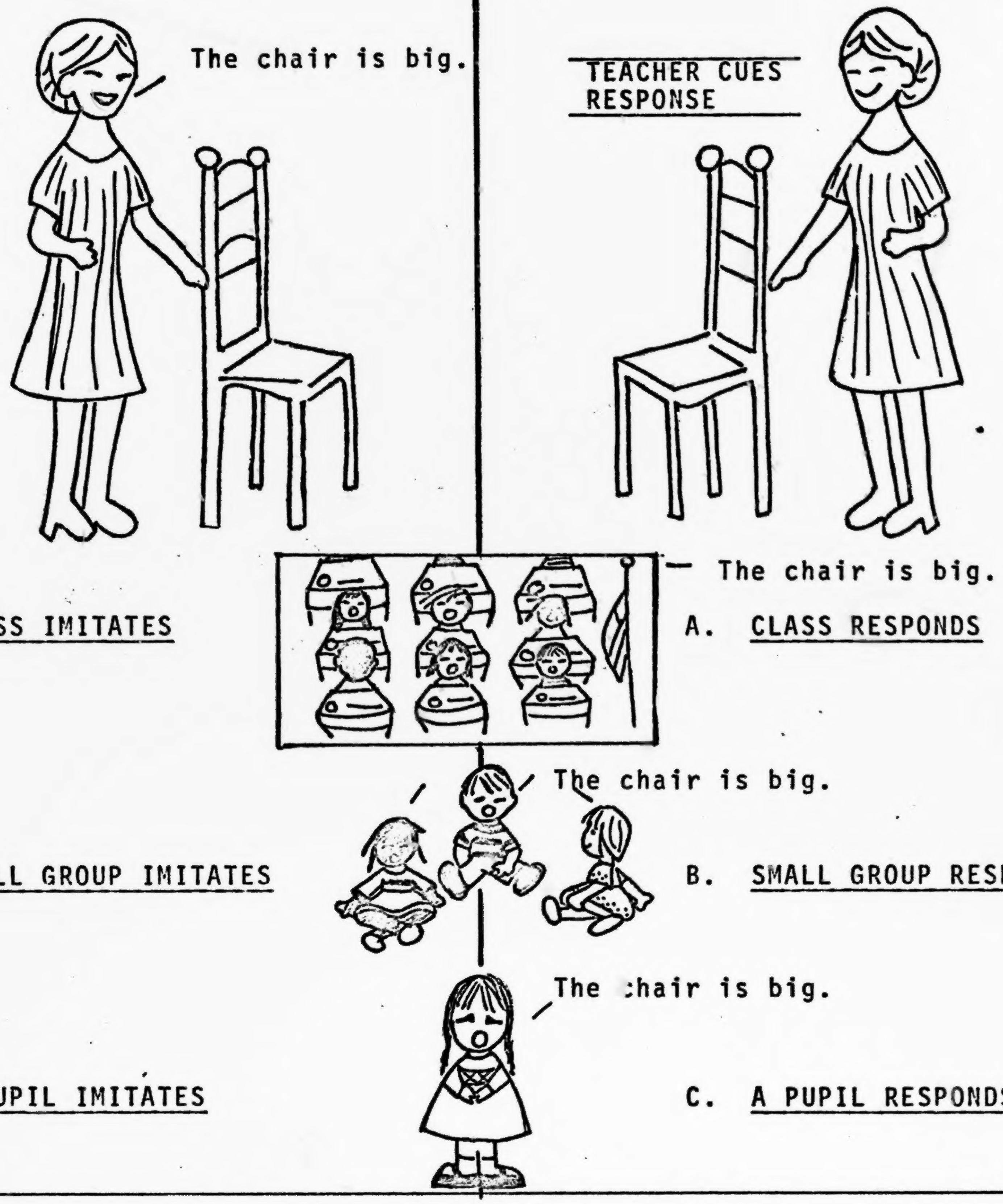
For the inspiration and guidance I have received from Ralph F. Robinett, director of the Bilingual Curriculum Development program, I want to express my warm appreciation and gratitude.

A.M.P.

LANGUAGE LEARNING PRACTICE

1. LEVEL OF IMITATION

2. LEVEL OF CONSCIOUS CHOICE


The chair is big.
The chair is big.
The chair is big.
The chair is big.

TEACHER PATTERNS

TEACHER CUES RESPONSE

A. CLASS IMITATES

A. CLASS RESPONDS

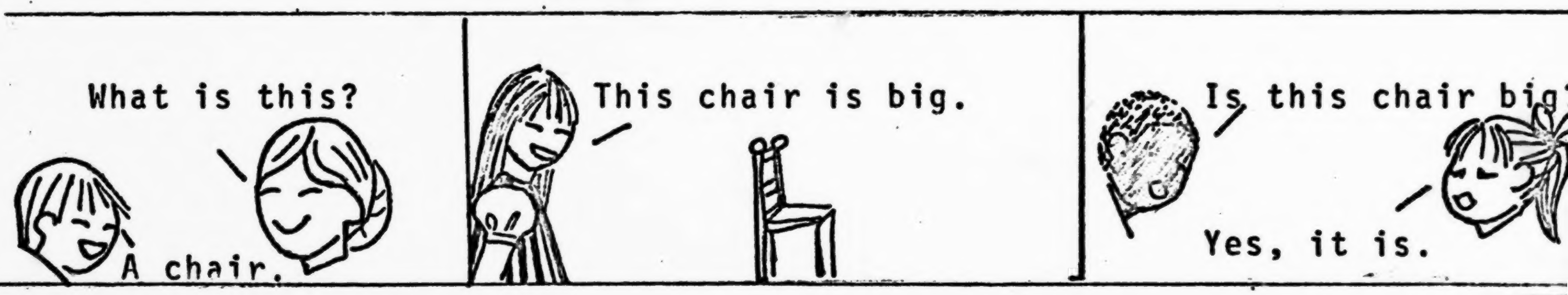
B. SMALL GROUP IMITATES

B. SMALL GROUP RESPONDS

C. A PUPIL IMITATES

C. A PUPIL RESPONDS

3. LEVEL OF AUTOMATIC CHOICE


What is this?
A chair.
This chair is big.
Is this chair big
Yes, it is.

ORAL LANGUAGE RATING SPANISH INTERFERENCE

5	4	3	2	1	0
NEVER	ALMOST NEVER	SOMETIMES	USUALLY	ALMOST ALWAYS	ALWAYS

SCHOOL ______________________ DATE ________________

NAME ____________________ GRADE______ TEACHER ______________

1. PRONUNCIATION (SOUNDS): Distinguishes between vowel sounds such as sheep-ship, cut-cat, cut-cot, pool-pull, and between consonant sounds such as sink-zinc, vote-boat, sink-think, yellow-jello, cheap-jeep.

2. PRONUNCIATION (CLUSTERS): Pronounces initial consonant clusters as in school, speak, study, and final consonant clusters as in land, fast, old, box, act, desk, pulled, touched.

3. PRONUNCIATION (SUPRASEGMENTALS): Pronounces sentences with appropriate rhythm, stress, pause, and pitch.

4. PRONOUNS: Uses appropriate pronoun forms in subject position (I, he, she, etc.), in object position (me, him, her, etc.) and possessives (my, mine; her, hers; etc.).

5. NEGATIVE: Uses not to express the negative after forms of BE (Bill is not here.) and between auxiliary and verb in other sequences (Bill was not talking, Bill did not talk.); uses singular rather than double negative.

6. NOUN MODIFIER: Uses adjectives appropriately, as in the big dog as opposed to the dog big and Is the dog big? as opposed to Is big the dog?.

. COMPARISON: Uses the correct form of comparison such as bigger, biggest, more beautiful, most beautiful, rather than more bigger, beautifuller.

8. PRESENT TENSE: Uses the appropriate present forms of regular verbs, with subject-verb agreement when he or she is used as subject, as in He walks, rather than He walk.

9. PLURALS: Distinguishes between singular and plural in regular forms such as dog-dogs, boot-boots, horse-horses, and in irregular forms such as foot-feet, knife-knives.

10. PAST AND PERFECT TENSES: Uses the past forms of regular verbs as in walk-walked, glue-glued, land-landed, and of irregular forms as in go-went-gone, dig-dug, cut-cut.

11. USES OF BE: Uses appropriate forms of BE as an auxiliary and as a verb.

12. USES OF DO: Uses appropriate forms of DO in questions, answers, and in negative statements.

13. FUTURE TENSE: Uses the appropriate future forms of regular verbs as in run-will run.

14. POSSESSIVE: Uses appropriate possessive forms as in John's wagon.

ORAL LANGUAGE RATING - FORM A - DIALECT INTERFERENCE

HOOL________________________ DATE______________

ME______________________ GRADE____ TEACHER__________

	5 NEVER	4 ALMOST NEVER	3 SOMETIMES	2 USUALLY	1 ALMOST ALWAYS
PRONUNCIATION: Distinguishes between then and den; they and day; both and boat; thin and tin; and thin and sin.					
COMPARISON: Uses the correct form of comparison such as bigger, biggest; more beautiful, and most beautiful rather than more bigger; beautifuller and beautifullest.					
DOUBLE NEGATIVE: Uses negative expressions, such as don't have any rather than don't have none.					
PLURALS: Distinguishes between regular and irregular plurals (i.e. says feet and not foots). Pronounces the s-ending of regular plurals correctly (i.e. boots /s/, horses /Iz/, dogs /z/).					
PAST TENSE: Uses the appropriate past forms of irregular verbs rather than participle forms (uses appropriate I ate instead of I et). Uses the appropriate past form of irregular verb rather than inappropriate form with the regular -ed ending of past form (i.e. I drank instead of I drinked my milk).					
PAST PARTICIPLES: Uses the appropriate participle form (i.e. cut rather than cutted, or brought, rather than brung).					
PRONOUNS: Uses appropriate pronoun form.					
USES OF DO: Uses appropriate forms of DO in questions, answers, and in negative statements.					
USES OF BE: Uses, rather than omits, appropriate forms of BE.					
USES OF HAVE: Uses, rather than omits, appropriate forms of HAVE.					
SUBJECT-VERB AGREEMENT: Uses correct verb form when he or she is used as subject. Verb form has appropriate ending sound (i.e. He takes /s/, He watches /Iz/, He wears /z/, rather than uninflected or simple forms (i.e. He take, He watch, He wear).					

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ESOL-SESD LESSON 1

To Support Language Arts Programs in Teaching English
to Speakers of Other Languages
and in Teaching Standard English as a Second Dialect

LINGUISTIC FOCUS: NEW
Good morning.
Goodbye.
Flick
names of pupils and teacher

MATERIALS
A hand puppet, such as in the Peabody Language Development Kit, Level #1

GETTING ACQUAINTED

Greet the class, first as a whole and then by groups, and guide the pupils to return the greeting.

Teacher: Good morning.
Class: Good morning.
Teacher: Good morning.
Group 1: Good morning.
Teacher: Good morning.
Group 2: Good morning.

Continue the practice with other groups and individuals. Then call on pairs of volunteers to greet each other.

MEETING FLICK

Present a hand puppet to the class, greet him, and have him return the greeting. Ask the puppet his name. He responds with a short answer, "Flick." Then let him ask you your name Reply with a short answer.

T: (holding up a hand puppet and talking to him) Good morning.
HP: (looking at the teacher) Good morning.
T: What's your name?
HP: Flick. What's your name?
T: (Mrs. Dunn).

Tell the class that Flick is going to ask individual pupils their names. Guide them to respond with a short answer.

F1: (addressing a girl) What's your name?
P1: (Laura).
F1: (addressing a boy) What's your name?
P2: (Tony).

STOP THE CIRCLE

Have a group join hands and walk around in a circle. Choose a volunteer to stand inside the circle with you and Flick. Explain to the group that when the pupil in the middle taps one of them, they must stop walking. Then the person tapped answers Flick's question.

P1: (inside the circle, tapping a pupil who is walking)
F1: (after the circle stops) What's your name?
P2: (Jerry).
(the circle begins to walk again)

After all of the pupils in the circle have been tapped, choose other groups, one at a time, to form circles and continue the activity.

GOODBYE, FLICK

Explain that it is time to put Flick away. Say, "Goodbye" and have him respond. Then Flick says, "Goodbye" to the class. After they reply, "Goodbye, Flick," call on individuals to exchange goodbyes with him.

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ESOL-SESD LESSON 2

To Support Language Arts Programs in Teaching English
to Speakers of Other Languages
and in Teaching Standard English as a Second Dialect

LINGUISTIC FOCUS: REVIEW
Good morning.
Goodbye.
Flick
names of pupils and teacher

LINGUISTIC FOCUS: NEW
My name's (Barbara).
one, two
One, two, buckle my shoe.

MATERIALS
The hand puppet, Flick
Assorted objects, such as toys, crayons, books, etc.
Chalk

GREETINGS AND NAMES

Greet the class and guide them to return the greeting. Then have Flick exchange greetings with the class, groups and individuals.

Fl: Good morning.
C: Good morning, Flick.

Tell the class that Flick does not remember all of their names. Have Flick identify himself, then ask a pupil his name. Guide the pupil to answer with a complete statement. Alternate with Flick in identifying yourself and then asking a pupil, "What's your name?"

Fl: My name's Flick.
What's your name?
P1: My name's (Jerry).
T: My name's (Mrs. Dunn).
What's your name?
P2: My name's (Barbara).

Then have Flick exchange goodbyes with the class, groups and individuals.

NUMBERS - ONE, TWO

Introduce the numbers one and two. Call a pair of pupils to the front. Count them, pointing to each as you do so. Guide the class to point and count also.

T: (pointing to each pupil)
One, two.
C: (pointing to each pupil)
One, two.

Call several pairs of pupils to the front. Ask volunteers to tap and count one pair at a time. As each pair is counted, have them take their seats.

TWO BY TWO

Place pairs of objects, such as toys, books, etc., in the middle of a seated circle. Pointing to one set of objects at a time, ask individuals to pick them up and count, "One, two" as they hand them to you.

CHALK TALK

Call on pairs of pupils. As the first pupil holds up one or two fingers, the second one draws lines on the board to represent the number of fingers held up.

RHYME AND PANTOMIME

Say and pantomime the rhyme below. Guide the class to repeat. Then choose groups and individuals to repeat the rhyme and action.

T: One, two, buckle my shoe.
C: One, two, buckle my shoe.

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ESOL-SESD LESSON 3

To Support Language Arts Programs in Teaching English
to Speakers of Other Languages
and in Teaching Standard English as a Second Dialect

LINGUISTIC FOCUS: REVIEW
My name's (Tony).
One, two, buckle my shoe.

LINGUISTIC FOCUS: NEW
What's your name?
three, four
Three, four, open the door.

MATERIALS
Toy vehicles or pictures of vehicles, such as a station wagon (U-11), a helicopter (U-12), a bicycle (U-25), a motorcycle (U-27), a scooter (U-28), a tricycle (U-32)
Chalk

STAND AND TELL

Call on volunteers to stand and tell their names.

P1: (standing)
My name's (Brenda).
P2: (standing)
My name's (Joey).

Elicit names from pupils who have not volunteered also. Guide them to respond with a statement rather than a short answer. If necessary, have the class respond with them.

T: (to a pupil who has not volunteered)
What's your name?
P3: (standing)
My name's (Tony).

FINDING OUT

Ask two pupils to come up to the front. Guide the class to ask each of them the question, "What's your name?" Guide the pair to answer.

T: (to the pupil on the left)
What's your name?
C: What's your name?
P1: My name's (Eddie).

After the second pupil has been identified, call other pairs of pupils to the front and continue the activity. End this exercise with two pairs standing.

NUMBERS - THREE, FOUR

Tap and count the two pairs of pupils as they take their seats. Call four more pupils to the front and help the class count them. After they each select a picture of a vehicle, such as a bicycle, a tricycle, a helicopter and a wagon, have the class count the wheels of each vehicle. Continue the activity with other pictures or toy vehicles. Ask volunteers to count the wheels.

CHALK TALK

Have pairs of pupils go to the board. As one pupil holds up from one to four fingers, the other draws a line to represent each finger.

RHYME AND PANTOMIME

Guide the class to repeat and pantomime the rhyme One, two, buckle my shoe. Then introduce the next line and have the class repeat.

T: Three, four, open the door.
C: Three, four, open the door.

Choose volunteers to recite both lines of the rhyme while the class and individuals pantomime.

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E SOL - S E SD LESSON 4

To Support Language Arts Programs in Teaching English
to Speakers of Other Languages
and in Teaching Standard English as a Second Dialect

LINGUISTIC FOCUS: REVIEW
What's your name?
My name's (Joe).
One, two, buckle my shoe.
Three, four, open the door.

LINGUISTIC FOCUS: NEW
five, six
Five, six, pick up the sticks.
I'm (five).

MATERIALS
Sets of six objects, including sticks or tongue depressors
A drawing of a birthday cake with five candles on it

WHAT'S YOUR NAME?

Play a "round robin" game with small groups, one at a time.

T: My name's (Mrs. Dunn).
What's your name?
P1: My name's (Joe).
(to the pupil next to him)
What's your name?

NUMBERS - FIVE, SIX

Direct a pupil to give four familiar objects to a classmate. As each object is given, have the class count. Then give the first pupil two more objects to hand to his classmate, guiding the class to count each new object with you.

C: (as a pupil gives one object at a time to a classmate)
One, two, three, four.
T: (as a fifth object is given)
Five.
C: Five.
T: (as a sixth object is given)
Six.
C: Six.

Then the second pupil hands the objects back to the first, one at a time. As each object is returned, have the class count. Next, ask a volunteer to count the objects as he puts them away.

PICK UP STICKS

Hold up six sticks, one at a time, and have the class count. Put the sticks down. Then guide the class to tell a volunteer to pick them up. He must count them as he does so.

T: Pick up the sticks.
C: Pick up the sticks.
P1: (picking up each stick)
One, two, three, four, etc.

Guide the class to say the rhyme below as a pupil pantomimes.

One, two, buckle my shoe;
Three, four, open the door;
Five, six, pick up sticks.

I'M FIVE.

Show a picture of a birthday party. Have the class count the number of candles on the cake. Then ask a pupil how old he is. Guide him to respond in a complete sentence.

T: I'm (five).
P1: I'm (five).

Continue this procedure with other individuals.

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ESOL-SESD LESSON 5

To Support Language Arts Programs in Teaching English
to Speakers of Other Languages
and in Teaching Standard English as a Second Dialect

LINGUISTIC FOCUS: REVIEW
My name's (Joey).
I'm (five).
numbers one - six

MATERIALS
Pictures of a station wagon (U-11), a helicopter (U-12), a bicycle (U-25), a motorcycle (U-27), a scooter (U-28), a tricycle (U-32)
The hand puppet, Flick
Six sticks

MAGIC NUMBERS

In a seated circle have a volunteer pick a number from one to six. The number chosen is called the "magic" number. Guide the pupils to count off around the circle from one to six. The pupil whose number is "magic" also gives his name and age.

P1: Three.
P2: One.
P3: Two.
P4: Three. My name's (Joey).
I'm (six).

Continue around the circle. Then choose a new number and begin again.

NUMBER FUN

Divide the class into six groups, assigning each a number from one to six. Have the groups sit and fold their arms. Guide them in counting aloud the number of times you clap. The group with the corresponding number stands and claps the same number of times, counting aloud as they do so. Repeat the activity with different numbers.

FIND AND COUNT

Show the class the pictures of a station wagon, a helicopter, a bicycle, a motorcycle, a scooter, and a tricycle. As the class close their eyes, set the cards around the room. Then guide a pupil to look for the cards and count as he points to each one. Finally, ask a volunteer to collect the cards, counting them as he does so. Continue this procedure, setting out a different number of cards each time.

STICKS

Place six sticks in Flick's mouth. Take a number of sticks from Flick while reciting the following rhyme.

Do you have some sticks for me?
How many sticks does (Joey) see?

Hold up the sticks you took from Flick and guide the pupil to count them and respond correctly.

T: (taking sticks from Flick)
Do you have some sticks for me?
(to the pupil)
How many sticks does (Joey) see?
P1: (Four).

Continue with volunteers taking sticks from Flick. Use the names of other pupils in the rhyme. The pupils named tell how many sticks they see.

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ESOL-SESD LESSON 6

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
I'm (five).
numbers one - six
counting rhyme

LINGUISTIC FOCUS: NEW
I'm (five) years old.
seven, eight
Seven, eight, lay them straight.

MATERIALS
Sets of eight objects, including sticks
A picture of a birthday cake
Paper candles to add to the cake
A large ball

SEVEN, EIGHT

Give a pupil six sticks, one at a time, and have the class count. Then tell the pupil to count as he lays each stick down. Add two more sticks and have the class count with you. Repeat this procedure with groups and individuals using other objects.

T: (adding a stick)
Seven.
C: Seven.
T: (adding another stick)
Eight
C: Eight.

LAY THEM STRAIGHT

Give eight sticks to a pupil. As he lays each down, have the class count. Then guide the class to recite the rhyme below as a pupil pantomimes.

One, two, buckle my shoe;
Three, four, open the door;
Five, six, pick up sticks;
Seven, eight, lay them straight!

I'M FIVE YEARS OLD.

Show a picture of a birthday cake or draw one on the board. Have pupils pretend it is their birthday and guide them to tell how old they are. Place the appropriate number of candles on the cake.

T: (addressing a pupil)
How old are you?
P1: I'm five.
T: (placing five candles on the cake)
I'm five years old.
P1: I'm five years old.

LISTENING TIME

Have the class count out loud as a pupil bounces a ball twice, catching it after each bounce. Then ask how many bounces they heard. Have the pupil continue bouncing up to three, four, etc., repeating the above procedure each time. As another pupil bounces the ball several times, count to yourself. When he stops, say how many times the ball bounced.

P1: (bouncing the ball twice)
One, two.
T: How many bounces did you hear?
C: Two.
P2: (bouncing the ball six times)
T: (after counting to herself)
Six.

Call on two pupils. As Pupil 1 bounces the ball, Pupil 2 counts to himself, then tells how many bounces he heard. If a pupil has difficulty, guide him to count to himself and hold up one finger at a time for each bounce he hears.

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ESOL-SESD LESSON 7

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
I'm (five) years old.
numbers one - eight
counting rhyme

LINGUISTIC FOCUS: NEW
nine, ten
Nine, ten, a big fat hen.

MATERIALS
Various sets of ten felt cutouts
A picture of a hen (B-15)
Chalk

COUNT AND DRAW

Display a set of ten felt cutouts. Choose a pupil, then call out a number at random from one to eight. Guide him to place that many cutouts on the flannel board. Then as he points to each, have the class count them. Repeat the activity with other numbers, calling on groups and individuals to count. End with eight cutouts on the flannel board.

NUMBERS - NINE, TEN

Add one more cutout, then another, to the set on the flannel board, modeling the new number each time.

T: (adding a cutout)
Nine.
C: Nine.
T: (adding a cutout)
Ten.
G1: Ten.

Continue, calling on groups and individuals to count sets of ten objects.

RHYME TIME

Show a picture of a hen and help the class complete the counting rhyme.

T: (showing a picture of a hen)
Nine, ten, a big fat hen.
C: Nine, ten, a big fat hen.

Guide the class to repeat the entire rhyme.

FUN WITH SOUNDS

Tell the class you are going to repeat a line from the rhyme. They are to listen for two words that rhyme. Help them with the first couple of lines.

T: One, two, buckle my shoe.
C: (with the teacher's help)
Two. Shoe.

Continue with each line of the rhyme, modeling the rhyming words as necessary.

T: Three, four, open the door.
C: Four. Door.
T: Five, six, pick up sticks.
C: Six. Sticks.

I'M (FIVE) YEARS OLD.

Ask a pupil to draw "sticks" on the chalkboard to show how old he is. Draw a cake under it. Then ask, "How old are you?" and have him answer.

P1: (drawing five sticks on the chalkboard)
T: How old are you (Annie)?
P1: I'm five years old.

Continue in the same manner with other individuals.

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ESOL-SESD LESSON

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To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
I'm (five) years old.
numbers one -ten

LINGUISTIC FOCUS: NEW
Yes, I am.
No, I'm not.

MATERIALS
Cakes drawn on the chalkboard

YES, I AM.

Draw several cakes on the chalkboard. Call one pupil at a time to draw "sticks" or candles on a cake to represent his age. Have the pupil show he has the right number of candles by telling how old he is.

T: (after a pupil has drawn five candles on a cake)
How old are you, (Joe)?
P1: I'm five years old.

Repeat this procedure with several pupils. Then point to one cake at a time, calling on the pupils who drew the candles on them. Ask each pupil, "Are you five?" and guide them to answer in the affirmative.

T: (pointing to a cake with five candles)
Are you five, (Linda)?
P2: (with the teacher's help)
Yes, I am.

NO, I'M NOT. YES, I AM.

Point to a cake with too many or too few candles which correspond to a given pupil's age. Ask, "Are you (three)?" and guide the pupil to answer in the negative. Then ask the question again using the number corresponding to the pupil's age. Guide him to reply in the affirmative.

T: (pointing to a cake with six candles and calling on a pupil who is five)
Are you six, (Maria)?
P1: (with the teacher's help)
No, I'm not.
T: Are you five?
P1: Yes, I am.

RHYMES - GUESSING TIME

Explain to the class that they are going to hear some rhymes about numbers. At the end of each rhyme they will have to tell you the number name.

I am a number.
I rhyme with sticks.
Do you remember?
My name is six.

I am a number,
I rhyme with door.
Do you remember?
My name is four.

Continue the activity with the rhyming pairs below.

be-three
fine-nine
drive-five
shoe-two
hen-ten
fun-one
heaven-seven
late-eight

Use other, original rhymes to give further practice as needed. Have the pupils complete each rhyme.

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ESOL-SESD LESSON 9

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LINGUISTIC FOCUS: REVIEW
Yes, I am.
No, I'm not.

LINGUISTIC FOCUS: NEW
In (Lansing).
I live in (Lansing).

MATERIALS
Drawings of 10 cakes with a different number of candles on each
The hand puppet, Flick

MORE THAN FOUR

Have ten cakes drawn on the board with a different number of candles on each. Elicit from volunteers how many candles there are on each cake. Then have the class, groups and individuals count the candles on the cakes that have more than four candles on them.

ARE YOU FIVE?

Point to various cakes as you ask a pupil about his age. If the number does not correspond to his age, have him add an additional statement telling how old he is.

T: Are you five years old, (Joe)?
P1: Yes, I am.
T: Are you (seven) (Barbara)?
P2: No, I'm not. I'm five.

WHERE DO YOU LIVE?

Use the hand puppet Flick to guide the class to respond to Where do you live? Ask the question and have the class answer, imitating the hand puppet.

T: (adressing Flick)
Where do you live?
Fl: In (Lansing).
T: (addressing the class)
Where do you live?
C: In (Lansing).

Continue, asking groups and individuals where they live.

I LIVE IN (LANSING).

Have Flick tap a pupil's shoulder and ask him where he lives. The pupil tapped stands and answers, imitating the teacher.

Fl: (tapping a pupil)
Where do you live?
P1: (with the teacher's help)
I live in (Lansing).

FUN WITH SOUNDS

Pronounce I'm and am. Tell the class to notice that your mouth is closed when you make the /m/ sound. Have the pupils repeat the following words after you. When the word ends with the /m/ sound, and their mouths are closed, they are to raise their hands. If the word does not end with the /m/ sound, they keep their hands down.

I'm
rhyme
seven
nine
time

dime
ten
game
name
ran

hen
come
boom
broom
when

ALL ABOUT ME

Call on volunteers to tell about themselves, giving their names, how old they are, and where they live.

P1: My name is (Annie).
I'm (five) years old.
I live in (Lansing).

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ESOL-SESD LESSON 10

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
In (Lansing).
I live in (Lansing).

LINGUISTIC FOCUS: NEW
On (Elm Street).
I live on (Elm Street).
1, 2, 3, 4, 5!
I caught a rabbit alive.

MATERIALS
The hand puppet, Flick
A picture of a rabbit, (B-37)

STOP THE CIRCLE

Have Flick greet the class. Pretend he wants to play a game with them in order to learn where they live. Tell the pupils to join hands and walk in a circle. Call on a leader to stand inside the circle with you. When the leader taps one of the pupils, the circle must stop and the person tapped answers Flick's question.

Fl: Where do you live?
P1: In (Lansing).

Continue in this manner with new leaders. Then have the circle walk in the opposite direction. Now the person tapped answers Flick's question with the complete statement, I live in (Lansing). Continue until all the pupils have been tapped.

FUN WITH SOUNDS

Guide the class to repeat the following words after you. Check for the correct pronunciation of the final v.

five	give	save
alive	live	cave

WHAT STREET DO YOU LIVE ON?

After whispering to Flick, have him say, "I live in (Lansing)." Shake your head to indicate a wrong answer. Repeat your question out loud.

T: (whispering to Flick)
Fl: On (Main Street).
T: (shakes her head and repeats the question out loud)
What street do you live on?
Fl: (giving the school address)
On (High Street).

Help individuals respond to Flick's question, What street do you live on?

I LIVE ON (HIGH STREET).

Have Flick tap a pupil and ask him where he lives. The tapped pupil stands and answers, imitating the teacher.

Fl: (tapping a pupil)
What street do you live on?
P1: (with the teacher's help)
I live on (Apple Street).

RHYME TIME

Use the picture of a rabbit as you recite and pantomime the rhyme below. Guide the class to repeat the rhyme with you as an individual "catches the rabbit."

C: 1, 2, 3, 4, 5!
I caught a rabbit alive.

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ESOL-SESD LESSON 11

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LINGUISTIC FOCUS: REVIEW
I live on (High Street).
1, 2, 3, 4, 5!
I caught a rabbit alive.

LINGUISTIC FOCUS: NEW
In (kindergarten, Bow School).
I'm in (kindergarten).
I'm in (Bow) School.
6, 7, 8, 9, 10!
I let her go again.

MATERIALS
A picture of a rabbit (B-37)
The hand puppet, Flick
A picture of a baby (A-14)

RHYME TIME

Guide the class to repeat and pantomime the following lines.

1, 2, 3, 4, 5!
I caught a rabbit alive.

Complete the rhyme, pantomiming the action and using a picture of a rabbit.

6, 7, 8, 9, 10!
I let her go again.

Elicit the rhyming words. Have the class repeat the rhyme as a pupil pantomimes.

FUN WITH SOUNDS

Have the pupils listen to the sound in caught and coat. Model pairs of contrasting words for them to repeat.

bought-boat
walk-woke
law-low
raw-row

called-cold
hauled-hold
sawed-sewed
fawn-phone

IN (BOW) SCHOOL.

Sketch a school on the board. Elicit from the pupils the name of their school, then print it on the sketch. Then ask groups and individuals, "What school are you in?" Guide them to respond with a short answer.

T: What school are you in?
G1: (with the teacher's help)
In (Bow) School.

I'M IN (HALL) SCHOOL.

Have Flick tap a pupil and ask him what school he is in. Model the response. Continue in the same manner, with Flick tapping and questioning other individuals.

F1: What school are you in?
P1: (with the teacher's help)
I'm in (Hall) School.

I'M IN (KINDERGARTEN).

Call on a pupil to stand. Show a picture of a baby and say, "The baby is not in (Bow) School. He is not in (kindergarten)." Then turn to the pupil and say, "(He)'s in (Bow) School. (He)'s in (kindergarten)." Ask the pupil what grade he is in and guide him to respond. Direct the question to other individuals.

T: What grade are you in?
P1: (with the teacher's help)
I'm in (kindergarten).

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ESOL-SESD LESSON 12

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LINGUISTIC FOCUS: REVIEW
I'm in (kindergarten).
I'm in (Bow) School.
6, 7, 8, 9, 10!
I let her go again.

LINGUISTIC FOCUS: NEW
(His, Her) name's (Juan).
What's (his, her) name?

MATERIALS
- The hand puppets, Flick and Flock
- A flannel board
- A set of ten felt cutouts
- A blindfold

RHYME AND PANTOMIME

Lead the class in reciting the following rhyme.

1, 2, 3, 4, 5!
I caught a rabbit alive.
6, 7, 8, 9, 10!
I let her go again.

Guide the boys to say the rhyme as the girls pantomime the action. Reverse the parts and repeat.

HIS AND HER

Seat the boys in one row and the girls in another so that they face each other. Explain that Flick is going to help Flock learn their names. As Flock taps a boy, guide her to ask Flick what the boy's name is. Continue tapping other boys, stressing the word his in the question and answer. Then tap several girls, this time stressing the word her. Next, choose two pupils to be Flick and Flock. Have them identify a boy and a girl who then become the new players.

P1: (tapping a boy)
What's his name?
P2: His name's (Jerry).

GUESS WHO!

Choose a pupil to come up front and blindfold him. Point to a volunteer and ask him what grade or school he is in. After he replies, the blindfolded pupil tries to guess who the volunteer is. If he does not guess correctly, remove the blindfold and let him see who it is. Then help him make the correct response.

T: What grade are you in?
P1: I'm in (kindergarten).
P2: (guessing)
(His) name's (Juan).

Continue with two new pupils.

HOW MANY?

Ask the class to help you count cutouts as they are placed on a flannel board. Place the cutouts one at a time on the board, and as you do so, guide the class to count them. Continue until there are five cutouts on the board. Then remove one and elicit from the class how many are still on the board. Keep removing cutouts, each time having the class tell how many are left. When only one remains, begin building up again, this time continuing to ten. Follow the same procedure above for removing the cutouts. If the pupils are uncertain, call on a volunteer to point and count the cutouts.

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ESOL-SESD LESSON 13

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LINGUISTIC FOCUS: REVIEW
numbers one - ten
What's (his, her) name?
(His, Her) name is (Judy).

MATERIALS
Chalk
A large ball
A play microphone; three bags

CIRCLES

Draw ten circles in a row on the chalkboard. Call a volunteer to the board, then ask a pupil to give him a number between one and ten. Guide the volunteer to count that many circles and draw a line through the last circle that he counts. Have the class count aloud as you point to the circles to see if the volunteer is correct. Continue the activity with other volunteers until all ten numbers have been used.

P1: (Three).
P2: (touching three circles)
One, two, three.
C: (as the teacher points to each circle counted)
One, two, three.
T: Is (Mary) right?
C: Yes, (she) is.

CLAP AND COUNT

Have two pupils face the chalkboard and listen as you clap. When you stop, they each draw one stick on the board for every clap. Then ask the class how many claps they heard, and help them check the number of sticks drawn by each pupil. Choose other pairs of pupils, varying the rhythm and the number of times you clap.

BOUNCE THE BALL!

Guide a pupil to bounce a large ball four times, catching it each time, as the class counts silently. Then, as the pupil bounces the ball again, the class must count aloud only up to four. This time, the pupil tries to make them count beyond four by continuing to bounce after they have stopped counting. Ask other pupils to bounce the ball, never going beyond ten.

P1: (bouncing a ball four times)
C: (counting silently)
P1: (bouncing a ball six times)
C: One, two, three, four.

THE MISSING NUMBER

Tell the class to listen carefully as you count from one to ten because you may leave out a number. Call on volunteers to tell which number is missing.

T: One, two, three, five, etc.
P1: Four.

NAME THAT BOY! - NAME THAT GIRL!

Have an announcer and three contestants stand by a "microphone." As the contestants close their eyes, the announcer points to three pupils to come up and put bags over their heads. He then asks one contestant at a time to identify a pupil whose head is covered. When identified, the pupil removes the bag from his head. After the three pupils are identified, choose new players.

P1: (referring to a "contestant")
What's (her) name, (George)?
P2: (Her) name's (Judy).
(Judy removes her bag.)

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ESOL-SESD LESSON 14

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LINGUISTIC FOCUS: REVIEW
counting rhyme

LINGUISTIC FOCUS: NEW
A (chair).
It's a (chair).
chair, table, desk

MATERIALS
A picture of a rabbit (B-37)

A TABLE. A CHAIR. A DESK.

Point to a table, a chair and a desk one at a time. Identify each, and have the class repeat.

T: (pointing to a chair)
A chair.
C: A chair.

Point to the objects again, each time asking the question, "What's that?" Guide groups and individuals to respond.

T: (pointing to a chair)
What's that?
G1: (with the teacher's help)
A chair.

GUESSING GAME - IT'S A (DESK).

Call a volunteer to the front and blindfold him. Then have another pupil lead him around the room and guide him to touch various objects. The blindfolded pupil tries to guess what he is touching. If he guesses incorrectly, guide the class to say, "No." If he guesses correctly, help the class say, "Yes. It's a (table)."

P1: (blindfolded and touching a table)
It's a (desk).
C: No.
P1: It's a table.
C: Yes. It's a table.

GAME - IDENTIFICATION

Choose two pupils to come to the front of the room. Tell them they are going to have a race. After you make a statement about a familiar object, each pupil will try to be first to touch that object and to repeat your statement.

T: It's a (chair).
P1: (touching the object)
It's a (chair).
T: It's a (desk).
P2: (touching the object)
It's a (desk).

Continue the game with other objects in the classroom, such as a table, a door, etc.

MOTHER GOOSE - LISTENING

Say and pantomime the following.

1, 2, 3, 4, 5!
I caught a rabbit alive.
6, 7, 8, 9, 10!
I let her go again.

Repeat the first two lines and elicit the words that rhyme (five, alive). Do the same with the last two lines (ten, again). Say the verse once more, omitting the rhyming words. Have the class supply them. Repeat by guiding one group to recite the verse as the other group supplies the missing rhyming words.

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ESOL-SESD LESSON 15

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LINGUISTIC FOCUS: REVIEW
It's a (chair).
chair, table, desk

LINGUISTIC FOCUS: NEW
What's (this, that)?
a flag, the floor

MATERIALS
The hand puppet, Flick
A picture of a rabbit (B-37)
A picture of a flag (M-30)

DO YOU REMEMBER?

Have Flick ask questions to see how many objects the class can identify from memory. Be sure Flick touches the object if he asks, "What's this?" and points to the object if he asks, "What's that?" Call on individuals to respond.

Fl: (touching a chair)
What's this?
P1: It's a chair.
Fl: (pointing to a table)
What's that?
P2: It's a table.

WHAT'S (THIS, THAT)?

Tell the class that now it is Flick's turn to give some answers. Touch or point to one object at a time and guide a small group to do the same. Each time, ask the appropriate question, "What's this?" or "What's that?" Have the group repeat the question after you. Help Flick respond.

T: (touching a chair)
What's this?
G1: (touching the chair)
What's this?
Fl: It's a chair.
T: (pointing to a table)
What's that?
G1: (pointing to a table)
What's that?
Fl: It's a table.

A FLAG. THE FLOOR.

Tell the class that Flick wants to name two more objects he knows. Have Flick point to each object and tell what it is. Call on the class, groups and individuals to repeat Flick's statements.

Fl: It's a (flag).
C: It's a (flag).

Point to the flag and the floor and guide the class to ask Flick to identify the objects again.

C: (pointing to the floor)
What's that?
Fl: It's the floor.

RHYME TIME

Recite the counting rhyme below with the class. Substitute a pupil's name for the word rabbit, and have that pupil and another pantomime the action.

1, 2, 3, 4, 5!
I caught (Joe) alive.
6, 7, 8, 9, 10!
I let (him) go again.

PHYSICAL FITNESS - RHYTHM

Have the class extend their arms to each side, then touch their shoulders and return their arms to the spread out position. Each time shoulders are touched, have them count together in rhythm.

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ESOL-SESD LESSON 16

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LINGUISTIC FOCUS: REVIEW
What's (this, that)?
flag, floor

LINGUISTIC FOCUS: NEW
(This, That)'s (a, the) (door).
window, wall, door

MATERIALS
A picture of a flag (M-30)
The hand puppet, Flick

NAMING GAME - WHAT'S (THIS, THAT)?

Divide the pupils into "question" teams and "answer" teams. Have each member of the "question" team ask a member of the "answer" team to identify an object they have been using in the language class. If a pupil answers the question correctly, he scores a point for the "answer" team. If he fails to answer correctly, the "question" team scores a point. Be sure members of the "question" team touch the object if they use What's this? and and point to the object if they use What's that?

A FLAG. THE FLOOR.

Have a volunteer ask questions about objects he points to or touches in the classroom. Flick answers the questions, sometimes correctly and sometimes incorrectly. Guide the class to say, Yes and repeat the answer if it is correct. Have them say, No and give the correct answer if Flick makes a mistake.

P1: (touching the chair)
What's this?
F1: It's a (table).
C: No. It's a chair.
P1: (pointing to a flag)
What's that?
F1: It's a flag.
C: (with the teacher's help)
Yes. It's a flag.

A WINDOW. A WALL.

As a leader points to various objects in the classroom, have Flick name each of them. Guide the leader to also include a window, a wall, and a door. As in the previous activity, have the class echo Flick's statement or correct him if he is wrong.

F1: (as Pupil 1 points to a flag)
That's a flag.
C: Yes. That's a flag.
F1: (as Pupil 1 points to a window)
That's a (door).
C: (with the teacher's help)
No. That's a window.

(THIS, THAT)'S (A, THE) (WALL).

Choose two pupils and have them stand at different chairs, or near different window, doors, flags, walls, tables, etc. Guide them to exchange questions and answers about the objects they are near.

P1: (touching his chair)
What's this?
P2: (with the teacher's help)
That's a chair.
(pointing to Pupil 1's chair)
What's that?
P1: (with the teacher's help)
This is a chair.

Continue in the same manner with other pairs of pupils.

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ESOL-SESD LESSON 17

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LINGUISTIC FOCUS: REVIEW
(This, That)'s (a, the) (door).
window, wall, door

LINGUISTIC FOCUS: NEW
Yes, it is. No, it's not.
pencil, pen
a piece of paper

MATERIALS
Pictures of a window, a wall, a chair (H-18), a flag (M-30), a floor, a table (H-32), a desk
A bag, pencils, pens, pieces of paper
The hand puppet, Flick

(THIS, THAT)'S A (DOOR).

Place pictures of familiar objects along each side of a table. As the class watches, have individuals move along one side and identify the objects on both sides of the table, contrasting This and That.

P1: (touching a "window")
This is a window.
(pointing to a "door" on the opposite side of the table)
That's a door.

Continue review of the statements above, by having volunteers moving around the room in order to contrast This and That clearly as they identify familiar objects.

GRAB BAG - PENCIL, PEN, PAPER

In view of the pupils, place several pencils, pens, and pieces of paper in a bag. Take hold of the objects, one at a time, as the class asks, "What's that?" Take the objects out and identify them.

T: (teacher selects a pencil)
C: What's that?
T: (taking out the pencil)
This is a pencil.

After identifying each object, give the bag to a pupil and have him select objects one at a time. As he secretly selects an object, have him ask, "What's this?" Call on volunteers to try to guess what the objects are.

P1: (selecting a piece of paper)
What's this?
P2: That's a (pen).
P1: No.
P3: That's a (pencil).
P1: (taking out the object)
No. It's a piece of paper.

FUN WITH SOUNDS

Have the class say this and disc after you. Help them pronounce correctly the following words. Then guide a group to repeat the words while another listens for initial sound differences.

this-disc
that-dad
than-Dan
they-day
those-doze
then-den

YES, IT IS. NO, IT'S NOT.

As Flick turns his head, a pupil hides an object behind his back. Then Flick tries to guess what the object is. Guide the class to say if he guesses correctly.

P1: (hiding a pencil)
F1: Is it a (pen)?
C: (with the teacher's help)
No, it's not.
F1: Is it a pencil?
C: (with the teacher's help)
Yes, it is.

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ESOL-SESD LESSON 18

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LINGUISTIC FOCUS: REVIEW
Yes, it is. No, it's not.
pencil, pen, a piece of paper

LINGUISTIC FOCUS: NEW
Is (this, that) a (book)?
book, basket, crayon

MATERIALS
A book (M-12), a crayon, paper
A basket (waste basket and other)
Sets of pencils, pens, books and crayons (varying numbers to ten)

YES, IT IS. - NO, IT'S NOT.

Using familiar objects, ask, "Is this a (chair)"? and "Is that a (pencil)?" Guide the class, groups and individuals to respond appropriately.

T: (pointing to a chair)
Is that a chair?
C: Yes, it is.
T: (touching a book)
Is this a (table)?
Gl: No, it's not.

Introduce basket and crayon in the same manner.

IS (THIS, THAT) A (WALL)?

Choose two teams, a leader for each, and a scorekeeper. Have the leaders come to the front and direct their questions, one at a time, to the opposite team. If the team answers correctly, the scorekeeper gives them a point by drawing a "stick" on the chalkboard. If the answer is incorrect, the leader directs the same question to his team. Be sure the leaders touch the object when they use this, and point to it when they use that.

Pl: (touching a wall)
Is this a (window)?
T2: No, it's not.
Pl: Is this a wall?
Tl: Yes, it is.

At the end of the game, have the class count the "sticks" or points each team has accumulated.

FUN WITH SOUNDS

Contrast the /s/ sound and the /z/ sounds in initial and final position. To help pupils produce the /z/ sound, compare it to the buzzing of the bee.

sue-zoo
sewn-zone

sink-zinc
sip-zip

bus-buzz
fuss-fuzz

loose-lose
close (adj)-close (v)

WHAT GOES TOGETHER?

Have the class repeat after you the names of three objects you hold up or point to, such as a pen, a book, and a crayon. Call on a volunteer to touch the two objects which go together and identify each. Continue with other sets.

basket, crayon, pencil
Frank, Joe, Mary
table, window, chair
basket, floor, wall
Linda, paper, Diane

CAN YOU COUNT?

Call on volunteers to count various sets (numbering not more than ten) of pens, pencils, books and crayons.

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ESOL-SESD LESSON 19

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
Is (this, that) a (pen)?
What's (this, that)?
(This, That)'s a (pen).
Yes, it is. No, it's not.

MATERIALS
Sets of three or more familiar objects such as pieces of paper, pens, pencils, etc.
A bag
Pictures of a chair and other familiar objects
The hand puppets, Flick and Flock

IS THIS A (PEN)?

Show, one at a time several pieces of paper and one pencil. Each time ask, "Is this a piece of paper?"

T: (holding a piece of paper)
Is this a piece of paper?
C: Yes, it is.
T: (holding a pencil)
Is this a piece of paper?
C: No, it's not. It's a pencil.

Then after a volunteer touches all the objects which are alike, ask another pupil to count them. Continue with other objects, such as three pens and one crayon, etc.

(THIS, THAT)'S A (CRAYON).

Put some familiar objects, such as crayons, pencils and pens in a bag. Have a leader take out the objects, one at a time, and call on volunteers to identify them.

P1: (selecting a crayon)
What's this?
P2: That's a crayon.
P1: (selecting a pencil)
What's this?
P3: That's a pencil.

After all the objects have been taken out of the bag and identified, ask a volunteer to place all the similar objects together and count them.

WHAT GOES TOGETHER?

Show a set of objects or pictures of objects such as a pen, a piece of paper and a chair. Choose a girl to be Flock and have her touch and identify the objects before selecting the two which go together. As she holds them up, explain why they go together. Continue, using other sets of objects and calling on new volunteers.

P: (touching each object)
Pen, paper, chair.
T: Pick up the ones that go together and name them.
P: (picking up two objects)
Pen, paper.
T: (while pantomiming)
Pen and paper go together because we write on paper with a pen.

FLICK CHOOSES

Place a set of objects, such as three crayons and one book, in the center of a seated circle. Ask a volunteer to be Flick and have him touch each object while the class names them. Then have Flick pick up and name all the objects which go together.

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ESOL-SESD LESSON 20

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
Is (this, that) a (crayon)?
book, basket, crayon

LINGUISTIC FOCUS: NEW
It's (blue).
red, blue, black

MATERIALS
A red, blue, and black color chip, stick, flag, book, crayon
Color cards - black (D-1), blue (D-2), red (D-8)
Familiar objects, such as a basket, a book, etc.

IT'S (RED, BLUE, BLACK).

Show, one at a time, a red color chip, a red stick, a red color card, a red flag (made with construction paper and a tongue depressor), a red book, etc. Ask, "What color is this?" and guide the pupils to answer.

T: (showing a red color chip)
What color is this?
C: (with the teacher's help)
It's red.

Using a variety of familiar objects, introduce blue and black in the same manner. Then mix the different colored objects and elicit their color from individuals.

T: (showing a blue color chip)
What color is this?
P1: It's blue.
T: (showing a red color chip)
What color is this?
P1: It's red.

IS (THIS, THAT) A (PEN)?

Call on a pupil to either touch an object and ask, "Is this a (pen)?" or point to an object and ask, "Is that a (flag)?" He may say something silly by naming the object incorrectly. Have him choose a volunteer to reply. The volunteer becomes the questioner.

P1: (pointing to a book)
Is that a book?
P2: Yes, it is.
P2: (touching the basket)
Is this a crayon?
P3: No, it's not.

FUN WITH SOUNDS

Have groups of pupils stand and listen while you say the words below. Guide them to repeat each pair after you. If the words are different, tell them to raise both hands. If the words are the same, they raise only one hand.

fool	pool	pull	suit	look
full	pool	pool	soot	look

GAME - THE ELF AND THE STOREKEEPER

Have a "storekeeper" sit in the middle of a seated circle. Place familiar red, blue and black objects on the floor (storekeeper's shelf) so that all the objects of a kind are together. As the "storekeeper" naps, an elf comes in and puts all the objects of the same color together. When the "storekeeper" wakes up, he finds pencils with baskets, books with crayons, etc. Guide him to rearrange the objects as they were before. As he does so, he identifies each object and tells its color.

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ESOL-SESD LESSON 21

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
It's (blue).
red, blue, black

LINGUISTIC FOCUS: NEW
What color is (this, that)?
green, yellow

MATERIALS
Color cards - black (D-1), blue (D-2), green (D-4), red (D-8), yellow (D-10)
Red, yellow and green chalk
The hand puppet, Flick

REMEMBERING - RED, BLUE, BLACK

Hold red, blue and black color cards so only you can see the color. After a pupil selects a card, show it and ask, "What color is that?" Mix the cards and call on another pupil.

T: What color is that?
P1: It's (blue).

IT'S (GREEN, YELLOW).

Include green and yellow color cards with the others. This time simply turn the color cards one at a time toward the class. Have the class, groups and individuals respond with It's (blue), etc. When a new color appears, model the response.

T: It's (green).
What color is this?
C: It's (green).
G1: It's (green).
P1: It's (green).

Then elicit all the colors presented thus far. Indicate the color by touching or pointing to red, blue, black, green and yellow objects and articles of clothing.

WHAT COLOR IS (THAT, THIS)?

Tell the class they are going to quiz Flick on his colors. Choose a pupil to be Flick. Place the color cards on the chalk ledge, then point to one color at a time as the class repeats after you, "What color is that?" Have Flick reply, "It's (red)." Choose a new Flick. Ask a pupil to indicate the color by holding up one card at a time as groups and individuals ask, "What color is (this, that)?"

P1: (with the teacher's help)
What color is (this)?
Fl: It's (yellow).

FUN WITH SOUNDS

Have small groups stand, one at a time. Guide them to pronounce after you the pairs of words below. If the words are the same, they are to raise their hands. If the words are different, they are to keep their arms folded.

yellow-jello
yet-jet
year-year
yellow-yellow
year-jeer
yet-yet

CHALK FUN

Draw three circles, one above the other, on the board. Ask a pupil to color the top circle red, another to color the middle circle yellow, and a third pupil to color the bottom circle green. Guide pairs of pupils in question-answer exchanges about the color of each circle. Sketch a traffic light around the circles. Discuss and pantomime what the colors mean.

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ESOL-SESD LESSON 22

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LINGUISTIC FOCUS: REVIEW
What color is (this, that)?
green, yellow

LINGUISTIC FOCUS: NEW
(This, That)'s (green).
(yellow) and (green)
brown, orange

MATERIALS
The handpuppet, Flick
Red, blue, black, green and yellow crayons, flags (construction paper glued to tongue depressors), books
Color Chips (all familiar colors)
A bag

(THIS, THAT)'S (GREEN).

Have two teams sit facing each other. Give each pupil a yellow, blue, green, black or red crayon. Guide Flick to ask, "What color is this?" and "What color is that?" first to a pupil on one team, then to a pupil on the other team. Be sure Flick and the responding pupil touch the crayon when they use this, and point to it when they use that.

F1: (touching Pupil 1's crayon) What color is this?
P1: This is (green).
F1: (pointing to another's crayon) What color is that?
P2: That's (yellow).

WHAT COLOR IS (THIS, THAT)?

Display objects, such as crayons, flags and books in familiar colors. Choose a pupil to be Flick. Call on volunteers, one at a time, to point to or touch one of the objects and to alternate asking, What color is this? and What color is that? Continue, giving other individuals a turn to be Flick.

P1: (touching a book) What color is this?
F1: That's (red).
P2: (pointing to a flag) What color is that?
F1: That's (blue).

GRAB BAG SURPRISE

Put an assortment of Color Chips in a small bag. Choose two pupils to come up and have each take a Color Chip from the bag. Guide the pupils to identify their own Color Chip and the one held by their partner.

P1: This is (yellow) and that's (green).
P2: This is (green) and that's (yellow).

Continue with other pairs of pupils. Introduce brown and orange during the activity, helping the pupils make appropriate statements.

MEMORY FUN

Have one volunteer at a time name all the color words he can in twenty seconds. For each color, a scorekeeper draws a "stick" on the board, then counts them.

COLOR GAME - LISTENING

Say the words below. Have the pupils raise their hands and repeat when they hear a color word.

clown	gown	town	brown
seen	bean	green	keen
chew	blue	drew	you
sack	back	black	pack
singe	hinge	fringe	orange
mellow	jello	yellow	fellow

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ESOL-SESD LESSON 23

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LINGUISTIC FOCUS: REVIEW
This is (red) and that's (blue).
Yes, it is. No, it's not.
(yellow) and (green)
brown, orange

LINGUISTIC FOCUS: NEW
Is (this, that) (orange)?
white, purple

MATERIALS
Color cards - black (D-1), blue (D-2), brown (D-3), green (D-4), orange (D-6), purple (D-7), red (D-8), white (D-9), yellow (D-10)
Lollipops (construction paper glued to tongue depressors)
Bi-colored paper circles

THIS IS (RED) AND THAT'S (BLUE).

Place the color cards along the chalk ledge, turned away from the class. Choose two pupils to come to the front of the room. When you clap, have each pupil turn a card around. Guide each pupil to identify his own color card and the one held by his partner. Continue with two new players.

P1: This is (red) and that's (blue).
P2: This is (blue) and that's (red).

Include white and purple color cards also. When the new colors appear, guide the pupils to make the appropriate statement.

IS (THIS, THAT) (PURPLE)?

Display a few lollipops in assorted colors. Call on two pupils to take one lollipop apiece. Help one pupil at a time ask a question about his lollipop or about the one the other pupil has. The questions may be directed to the class, groups or individuals. Choose new players to continue.

P1: Is (this) (yellow)?
C: Yes, it is.
P2: Is (that) (green)?
C: No, it's not. It's (orange).

(THIS, THAT)'S (RED) AND (BLUE).

Show bi-colored circles one at a time. Guide the class, groups and individuals to name the colors.

T: What color is (this)?
C: That's (red) and (blue).

GAME - LOLLIPOPS

Have a pupil sit in the middle of a seated circle and hold all the lollipops. As he drops the lollipops one by one, guide the class to chant the rhyme below.

Let's all look at (Andy, Sandy)
Who has many sticks of candy!
Hurry and drop your lollipops
1-2-3, and then (he, she) stops!

Tell the pupil in the middle to close his eyes. A volunteer takes one of his lollipops and hides it behind his back. The pupil in the middle opens his eyes and tries to guess what color is missing. Then the pupil hiding the lollipop holds it up, repeats the color, then takes a turn in the middle.

DRAW AND COLOR

Have the pupils draw four round lollipops on newsprint, using colors to show their favorite flavors. Call on volunteers to tell the colors of their lollipops.

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ESOL-SESD LESSON 24

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LINGUISTIC FOCUS: REVIEW
Is (this, that) (purple)?
all colors learned

LINGUISTIC FOCUS: NEW
(This, That, It)'s not a (flag).
(This, That, It)'s not (red).

MATERIALS
Color cards - black (D-1), blue (D-2), brown (D-3), green (D-4), orange (D-6), purple (D-7), red (D-8), white (D-9), yellow (D-10)
Color Chips (all familiar colors)

(THIS, THAT, IT)'S NOT A (PEN).

Guide a pupil to ask questions to help the class guess what the teacher's chalk drawing will be.

T: (beginning her sketch with a vertical line |)
P1: Is that a pencil?
T: (shaking her head "No")
C: No. That's not a pencil.
T: (adding another line ┌)
P1: Is that a chair?
T: (shaking her head "No")
C: No. That's not a chair.
T: (completing a flag ⊏)
P1: Is that a flag?
T: (nodding her head "Yes")
C: Yes. That's a flag.

Continue with sketches, such as a door ⊡, a chair ├┐, a book ▭, etc., to give practice on That's not a (pen). and It's not a (pen).

(THIS, THAT, IT)'S NOT (RED).

Have a pupil hold a color card so only he can see it. Help him name two colors he does not have as clues for a volunteer who tries to guess the color being held.

P1: This is not (blue).
This is not (yellow).
What color is this?
P2: It's (orange).
P1: No, it's not (orange).
P2: It's (green).
P1: Yes, it's (green).

IS (THIS, THAT) (RED)?

As a pupil holds three color cards so only he can see them, he names one of the colors. Then he raises any one card at a time as the class, groups and individuals guess if it is the color he stated. Continue with a new player.

P1: (Red).
(raising a color card)
C: Is that (red)?
P1: No, it's not.
(showing the color card)
It's (blue).
(raising another card)
C: Is that (red)?
P1: (showing the color card)
Yes, it is.

COLOR MATCH

Give each pupil a set of Color Chips. Tell the class that you are going to talk about objects in the room. When they hear the name of a color, they are to hold up the correct Color Chip and repeat the color word. Then have pupils make up similar sentences.

T: The (flag) is (green).
C: (holding up a (green) chip)
(Green).
T: The (book) is (red) and (blue).
C: (holding up a (red) and (blue) chip)
(Red) and (blue).

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ESOL-SESD LESSON 25

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LINGUISTIC FOCUS: REVIEW
(This, That, It) is not (a) (pen).
(This, That, It) is not (red).

LINGUISTIC FOCUS: NEW
Is this the same color as that?
What is it?

MATERIALS
Familiar objects, such as a pen, a book, a crayon, etc.
A bag, a box
Color cards
Sheets of construction paper in assorted colors

(THIS, THAT, IT) IS NOT (GREEN).

As the class close their eyes, have a pupil put a crayon in a bag then call on volunteers to say a color name. Each time, the pupil says whether or not the crayon is that color. The volunteer guessing correctly takes the next turn.

P1: (Orange).
P2: (This) is not (orange).
P3: (Blue).
P2: (showing a blue crayon)
This is blue.

WHAT IS IT?

As the class close their eyes, have a leader partially cover a familiar object so only a part of it shows. Guide him to say two things that the object is not before the class asks, "What is it?" Next, the leader asks a pupil to guess what the object is. Then the object is uncovered and the volunteer becomes the new leader.

P1: (pointing to a partially covered pencil)
It's not a (flag).
It's not a (crayon).
C: (with the teacher's help)
What is it?
P2: It's a pencil.

COLOR SURPRISE

Place a pile of color cards face down. As one pupil takes an object from a box, a volunteer picks up a color card and holds it up. The first pupil asks the class if his object is the same color as the color card. The second pupil names both colors. If the colors do not match, the players try again to match them before choosing two new players. When the colors match, the players may hop three times.

P1: (holding up a blue book)
P2: (showing a red color card)
P1: Is this the same color as that?
C: No, it's not.
P2: This is red and that's blue.

COLOR MATCH

As you lay construction paper in assorted colors on the floor, elicit their color. Put out objects of various colors. Have one pupil at a time take an object, tell its color, and place it on paper of the same color. As he points to the object and paper, guide the class to ask if they are the same color.

T: (lays down construction paper)
C: (Green), (red), etc.
P1: (picking up a red pencil and with the teacher's help)
This pencil is red.
(placing it on red paper)
C: (with the teacher's help)
Is this the same color as that?
P1: Yes, it is.

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ESOL-SESD LESSON 26

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: NEW
They're (books).

MATERIALS
Books, chairs, crayons, pencils, desks; a large cardboard box
The hand puppet, Flock

THEY'RE (BOOKS).

Begin by having the class, groups, and individuals answer questions about one familiar object. Then guide them to answer questions about several objects which have plurals ending in the sound /s/ as in desks, caps, tops.

T: (referring to one object)
What's (this, that)?
C: It's a (book).
T: (referring to several objects)
What are (these, those)?
C: (with the teacher's help)
They're (books).

WHAT'S IN THE BOX?

As the class close their eyes, put objects in a large cardboard box. Call on one volunteer at a time to pick up several objects of a kind and show them. Guide him to say what they are. Use objects whose plurals end in the sound /z/ as in pens, chairs, tables.

T: What's in the box?
P1: (holding up pencils)
They're pencils.
T: What's in the box?
P2: (holding up crayons)
They're crayons.

STAND UP - SIT DOWN

Introduce the hand puppet, Flock. Have her explain to the class that she would like to teach them a game. The pupils must stand and repeat what Flock says if it is plural, or remain seated and silent if it is singular. Use objects whose plurals end in a separate syllable.

Fl: (pointing to brushes)
They're brushes.
C: (stand)
They're brushes.
Fl: (pointing to a book)
It's a book.
C: (remain silent and seated)

FUN WITH SOUNDS

Pronounce books, pencils and brushes. Ask the class to repeat the words and listen for the plural endings. Guide the class to make the final sounds. Model the words below, and have the class pronounce them after you.

books
desks
baskets
paints
blocks

pencils
chairs
pens
floors
tables

brushes
boxes
glasses
lunches
classes

CHALK TALK

Have the class stand. Draw several desks, several chairs, etc., on the board. Call on volunteers to guess what you have drawn. If the guess is correct, the pupil may sit down. Continue until the whole class is seated.

T: (pointing to drawn chairs)
What are those?
P1: They're chairs.
(sits down)

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ESOL-SESD LESSON 27

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LINGUISTIC FOCUS: REVIEW
They're (books).

LINGUISTIC FOCUS: NEW
What are (these, those)?
apples, bananas, grapes

MATERIALS
Apples, bananas, grapes or pictures - apples, bananas (E-2), grapes (E-5)
The hand puppet, Flock
A box

FUN WITH SOUNDS

Read through the following list of plurals, pointing out the different ending sounds to the class. Some words sound like a snake at the end /s/, and some sound like a bee /z/. Have pupils repeat each word.

desks
walls
baskets
brushes
pencils
books
papers
windows
bananas
apples
grapes
crayons

WHAT ARE THESE?

Put apples on the desk. Ask, "What are these?" Guide the class and groups to repeat the answer after you.

T: What are these?
They're apples.
C: They're apples.

Using the same procedure, introduce bananas and grapes. Then select three widely separated pupil's desks, and place one kind of fruit on each. Stand at one of these desks.

T: (touching the fruit on a desk)
What are these?
P1: They're apples.
T: (pointing to the fruit on another desk)
What are those?
P1: They're bananas.

Continue, moving the fruit, so that each child has a chance to have some on his desk.

ASK FLOCK

Say that Flock wants the class to teach her the names of the fruit. Have the class divide into two groups and sit facing each other. Give one group at a time one kind of fruit, and guide exchanges such as the following between the two groups.

G1: (pointing to the fruit)
What are those?
G2: They're (apples).
G1: (touching the fruit)
What are these?
F1: They're (apples).

After the pattern is established, choose various pupils to be Flock.

TOUCH TIME

Call two volunteers up to the front. Have one pupil close his eyes while the other pupil puts several apples, several bananas, etc., into a box. Guide the following exchange.

P1: (holding out the box)
What are these?
P2: (feeling the fruit with his eyes closed)
They're (apples).
P1: (showing the class)
They're (apples).

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ESOL-SESD LESSON 28

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LINGUISTIC FOCUS: REVIEW
What are (these, those)?
apples, bananas, grapes

LINGUISTIC FOCUS: NEW
(These, Those) are (grapes).
oranges, pears, cherries

MATERIALS
A shallow bowl; a box
Apples, bananas, grapes, oranges, pears, cherries
The hand puppet, Flock
A deep pie tin with a removable crust-like cover

LET'S MAKE A CENTERPIECE!

Place all the fruit, both familiar and new, on the desk near an empty, shallow bowl. Then choose a pupil to select a fruit and put it in the bowl. As he does so, have him name the fruit. If the fruit is new, model the response for him.

P1: (placing bananas in the bowl)
They're bananas.
P2: (placing cherries in the bowl)
T: They're cherries.
P2: They're cherries.

After several pieces of fruit have been placed in the bowl and identified, choose individuals, one at a time, to remove the fruit from the bowl and name it. Repeat the procedure above until all the pupils have had a turn.

TOUCH AND TELL

Call on a volunteer to close his eyes at his seat. Have another pupil place several apples or several bananas, etc., on the volunteer's desk. Tell the volunteer to feel the fruit and guess what it is.

P1: What are these?
P2: (feeling the fruit)
These are (apples).

Choose two new pupils to continue the game.

LET'S COUNT FRUIT

Ask a pupil to select several ~~of~~ his favorite fruit. As he puts them into a box, one at a time, have him count. After he empties the box, let him choose a pupil who must put a given number of fruit in the box and count.

SIMPLE SIMON

Teach the class the following verse of Simple Simon.

Simple Simon met a pieman,
Going to the fair;
Says Simple Simon to the pieman
"Let me taste your ware."

Help the class dramatize the poem by choosing one pupil to be Simple Simon and another to be the pieman. Direct the pieman to put one of the six kinds of fruit into the pie tin secretly. Guide the class to say the first three lines, Simple Simon the last. Then the pieman opens the pie to show its contents.

SS: (holding up cherries)
What are these?
C: Those are cherries.

Continue, calling on different pupils to play the parts.

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ESOL-SESD LESSON 29

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LINGUISTIC FOCUS: REVIEW
(These, Those) are (pears).
oranges, pears, cherries

LINGUISTIC FOCUS: NEW
Yes, they are. No, they're not.
lemons, limes

MATERIALS
Apples, bananas, oranges, grapes
pears, cherries, lemons, limes
A paper bag
A picture of a robin

NEAR AND FAR

Place pairs of identical fruit around the room. Guide one group to name a pair of fruit near them. Help another group identify a pair of fruit far from them. Introduce lemons and limes during the game.

G1: (standing near apples)
These are apples.
G2: (pointing to lemons)
Those are lemons.

STAND UP FOR FRUIT

Say the names of various familiar fruit and objects. When a fruit is named, the class must stand and repeat its name.

WHAT'S IN THE BAG?

Put a pair of identical fruit into a bag. Hold it closed as a pupil feels the fruit shapes within. Then ask, "Are these (pears)?" If the pupil thinks they are, guide him to nod and respond with the class, "Yes, they are." If he believes they're not (pears), guide him to shake his head and respond, "No, they're not. They're (limes)." Then he takes the fruit and shows it. Continue, eliciting positive and negative responses varying the fruit placed in the bag.

T: (holding the bag)
Are these (oranges)?
P1: (nodding, cuing the class to respond also)
Yes, they are.
(showing the fruit)

GUESS WHAT

Ask a leader to think of a set of identical fruit or objects. Pupils try to guess what he is thinking of. The one responding correctly becomes the next leader.

P2: Windows?
P1: No, they're not.
P3: Pencils?
P1: Yes, they are.

FUN WITH SOUNDS

Contrast initial and final "l" sounds. Have the class say after you each word beginning with "l" and then the words ending in "l."

lemon
lime
long
loaf
lost
lady
meal
till
tell
pill
doll
tool

LITTLE ROBIN REDBREAST

Give practice in the pronunciation of final "l" by teaching the poem below. Use an appropriate picture and gestures.

Little Robin Redbreast sat upon
a rail; (thumb and little finger up)
Niddle-naddle went his head
(move thumb)
And wiggle-waggle went his tail.
(move little finger)

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ESOL-SESD LESSON 30

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LINGUISTIC FOCUS: REVIEW
Yes, they are.
No, they're not.
lemons, limes

LINGUISTIC FOCUS: NEW
Are (these, those) (lemons)?
(These, Those) are not fruit.

MATERIALS
Pictures of apples, pears,
bananas (E-2), cherries (E-3),
grapes (E-5), lemons (E-6),
limes (E-7), oranges (E-8)
The hand puppet, Flock
Familiar classroom objects

FUN WITH SOUNDS

Pronounce they, pointing to the position of your tongue between your teeth. Have the pupils repeat the following contrasting word pairs after you.

than-Dan
they-day
those-doze
then-den
there-dare
though-dough

ARE THESE APPLES?

Present Flock to the class. Guide the pupils to ask her questions, to see if she knows the names of the fruit.

T: Are these (apples)?
C: Are these (apples)?
Fl: Yes they are.
Gl: Are those (lemons)?
Fl: No, they're not.
P1: Are those (cherries)?
Fl: Yes, they are.

FRUIT

Have a group stand around a table on which are placed a group of fruit pictures and a group of familiar objects.

T: (touching the fruit)
These are fruit.
G: These are fruit.
T: (pointing to the objects)
Those are not fruit.
G: Those are not fruit.

Continue with groups and individuals. Include also such exchanges as the following.

P1: These are (apples).
Are these fruit?
P2: Yes, they are.
P3: Those are (pencils).
Are those fruit?
P4: No, they're not.

YES, THEY ARE.

Choose a leader to come to the front of the room as the other pupils line up side by side in the back of the room. Have the leader question one pupil at a time about the identity of plural objects in the room. After he answers, with guidance if necessary, tell the pupil to take a giant step toward the leader.

P1: (referring to apples)
Are these apples?
P2: Yes, they are.
(takes a giant step forward)

Have the pupil who reaches the questioner first take his place.

DRAWING FUN

Guide the class to draw and color four fruit. As a pupil shows his paper, have him ask the class, "What color is (this, that)?" Guide the response, "It's (red)."

BILINGUAL
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ESOL-SESD LESSON 31

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW

It's, They're (a pear, pears).
It's (red).

LINGUISTIC FOCUS: NEW

They're the (same, same color).
They're not the (same, same color).

MATERIALS

Apples, bananas, cherries, limes, and oranges or pictures of them
Two bags

THESE - THOSE

Put some oranges on one end of a table and a group of apples on the other end. Guide a pupil to touch or point to one group at a time and ask individuals to identify the fruit. Continue, using groups of other familiar fruits and calling on new volunteers.

P1: (touching apples)
What are these?
P2: They're apples.

THE SAME - NOT THE SAME

As the class close their eyes, take two bags and place a fruit in each. Have a pupil put a hand in each bag and feel the contents. Guide the class to ask him what the fruit are. He guesses, then shows the fruit. Help the class state whether or not the fruit are the same.

C: (the teacher touches a bag)
What's this?
P1: It's an (apple).
C: (the teacher points to the other bag).
What's this?
P1: It's an (orange).
C: (viewing the apple and orange)
They're not the same.

WHAT COLOR?

Hand out at random pictures of familiar fruits. Have a volunteer call on two pupils. That pair stands, showing their pictures as the volunteer asks for the colors of the fruit. Then elicit whether or not the colors are the same.

P1: (touching one picture)
What color is this?
P2: It's (yellow).
P1: (pointing to the other)
What color is that?
P2: It's (yellow).
T: Are they the same color?
C: (with the teacher's help)
Yes, they're the same color.

FUN WITH SOUNDS

Pronounce pairs of fruit names in singular and plural forms, such as cherry-cherries, apple-apples. Ask the class, then individuals to identify pairs that are the same and those that are not the same.

T: Are these the same?
Cherry, cherries.
C: No, they're not the same.
T: Are these the same?
Cherry, cherry.
C: Yes, they're the same.

INITIAL AND FINAL "L"

Have the class repeat after you each pair of words below and say whether or not they are the same.

peel-leap
lime-lime
low-low
pull-loop
loaf-fool
pill-pill

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ESOL-SESD LESSON 32

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
Are (these, those) (pencils)?
(These, Those) are not fruit.

LINGUISTIC FOCUS: NEW
They're (big).
big, little

MATERIALS
The hand puppet, Flick
Crayons and paper
Familiar classroom objects

ROUND ROBIN - ARE THESE (PENS)?

Have the class sit in a circle. Guide a pupil to hold up several pencils, point to several apples, etc., then ask the pupil next to him, "Are (these) (pencils)?" After the response, have Pupil 1 also ask Pupil 2, "Are (these) fruit?" Then Pupil 2 continues the game eliciting positive and negative responses.

P1: (holding several pencils) What are these?
P2: These are pencils.
P1: (pointing to the pencils) Are those fruit?
P2: Those are not fruit.

FUN WITH SOUNDS

Pronounce the following words in pairs, stressing the difference in the middle sound. Have the pupils repeat each pair after you.

mitt-meet
fit-feet
sit-seat
dip-deep
sip-seep
slip-sleep

BIG AND LITTLE

Contrast side by side big and little chairs, teacher's and pupils' shoes, etc., to produce the concepts of big and little. Point to the big chairs and ask whether they're big or little Model the response.

T: Are these chairs big or little?
They're (big).
C: They're (big).

Continue eliciting both big and little in the responses from the class, groups and individuals.

QUESTION AND ANSWER

Have Flick ask the class about the sizes of various classroom objects, using objects in both the singular and the plural.

F1: Are these (desks) big or little?
C: They're (little).
F1: Is this (desk) big or little?
C: It's (big).

Continue, having Flick question groups and individuals. Guide pupils to act out their answers as they say them.

DRAWING BIG AND LITTLE

Guide each pupil to put his hand on the upper left hand corner of a piece of paper. Have him draw a big red stick, a little blue circle, etc., in that spot. Continue asking the pupils to draw and color big or little objects, moving from left to right. Call on volunteers to tell what things they have drawn and where, on the right or left side of the paper.

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DEVELOPMENT

ESOL-SESD LESSON 33

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
They're (big).
big, little

LINGUISTIC FOCUS: NEW
(Is, Are) (this, these) (chairs)
(big) or little)?
fat, thin

MATERIALS
A blindfold
The hand puppets, Flick and Flock
Familiar objects

TOUCH AND TELL

Blindfold pupils, one at a time, and place two groups of objects in front of them, one group of familiar big objects and one group of their small counterparts. Place the pupil's hand on one group and then the other, and question him.

T: Are these (chairs) big or little?
P1: They're (big).

FAT AND THIN

Stuff Flick, making him as fat as possible. Pin Flock's folds behind her, so she is very thin. Hold up Flick and ask if he is fat or thin. Do the same with Flock.

T: Is this puppet fat or thin?
It's (fat).
C: It's (fat).

Hold the puppets up alternately, having the class, groups, then individuals call out fat or thin, whichever is appropriate.

FUN WITH SOUNDS

Show the children that the tongue sticks out between the teeth for the /th/ sound, and not for the /t/ sound. Say the following words and have the pupils repeat each pair after you.

throw-tow threw-true three-tree
thick-tick thank-tank thin-tin

ASKING QUESTIONS

Model questions about the sizes and shapes of objects. Guide groups to question and answer each other.

T: (pointing to a chair)
Is that chair (big) or (little)?
G1: Is that chair (big) or (little)?
G2: It's (big).

Continue, also using this, these, and those, and guiding individuals to use similar exchanges.

GUESS

Have the class close their eyes while a leader hides a familiar object(s). Then the class open their eyes and try to guess what the hidden object(s) is. The identifying child asks the characteristics of the hidden object(s), after looking at it himself.

P1: (referring to chairs)
What are these?
P2: They're (books).
P1: No, they're not.
P3: They're chairs.
P1: Yes, they are.
P3: (looking at the objects)
Are these chairs (big) or (little)?
P4: They're (little).

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ESOL-SESD LESSON 34

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
(Is, Are) (this, these) (chair)s
(big) or (little)?
fat, thin

LINGUISTIC FOCUS: NEW
(These, Those) (crayons) are
(fat).
square, round; balloon

MATERIALS
A picture of a square (M-25)
A picture of a circle (M-20)
Fat and thin, big and little
objects, such as pens, pencils,
books, crayons, papers, etc.
Colored chalk

DESCRIPTION

Have two groups face each other. Let pupils from each take turns, asking and answering questions about familiar objects, using the size and shape adjectives learned.

P1: (pointing to a book)
Is this book (fat) or (thin)?
P2: It's (fat).

SQUARE AND ROUND

Hold up a picture of a square, outline the shape with your finger and say, "It's square." Have the pupils repeat and trace the shape in the air. Do the same with the picture of a circle and say, "It's round." After several repetitions of both concepts, divide the class into two groups. Have one group describe the shape while the other group traces it in the air. Continue the same activity with pairs of individuals.

FOLLOW THE LEADER

Play a game of Follow the Leader, with you as the leader. Have five pupils follow you at a time, touching or pointing as you do, and together saying what you say. Model the new statement, "(These, Those) (book)s are (little)." Let other groups continue with a pupil as leader. When you call "Change" the next in line becomes the leader.

FUN WITH SOUNDS

Have pupils repeat the following words after you. Make sure that their initial /s/ sound is not preceded by an extra syllable ("eschool").

school
square
squeak

special
spider
spice

small
smell
smile

DRAWING FUN

Ask a pupil to draw a circle on the board, and tell what shape it is. Have another pupil add a stick to make it into a balloon and then ask a volunteer to identify it.

P1: (after drawing a circle)
It's round.
P2: (adding a stick to the circle)
It's a balloon.

Using the same procedure, construct a flag with a square and a stick, and elicit the names of the shape and object. Have the pupils color their flags red, white and blue, and the balloons their favorite color. Choose individuals to tell what colors have been used.

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ESOL-SESD LESSON 35

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
(These, Those) (crayons) are (fat).
square, round; balloon

LINGUISTIC FOCUS: NEW
Yes, they are. No, they're not.
Are (these, those) (pencils) (long)?
long, short

MATERIALS
The hand puppets, Flick and Flock
Round objects, such as a table, a balloon (T-4), a circle (M-20), a round piece of paper, etc.
Square objects, such as a table, a square (M-25), a basket, a square piece of paper, etc.

GAME TIME

Have the class play a game in which a pupil points to a set of square objects and says, "Those (baskets) are square," or touches a set of round objects and says, "These (balloons) are round." The pupil chooses the next player.

LONG - SHORT

Hold two pencils in your hand, so their length can't be seen. Ask a pupil to take one and hold it up, so the class can see it. Then say, "It's (long)." After another pupil takes the other pencil from your hand, model the appropriate statement and have the class repeat. Draw sticks on the board, then ask the class, groups and individuals to tell you whether each new stick is long or short. Direct individuals to draw long or short sticks on the board and tell their size.

FLICK AND FLOCK

Ask the class to be Flick, as a pupil manipulates the puppet. Take the part of Flock, asking questions about objects in the room, such as Are (these, those) (pencils) (long)? Guide Flick to answer, "Yes, they are." or "No, they're not."

FLO: (pointing to some desks)
Are those desks (big)?
FLI: No, they're not.

Continue, with groups taking the parts of Flick and Flock. When the pupils are familiar with both question and answer forms, choose individuals to be the hand puppets, and continue the verbal exchanges.

CAN YOU GUESS?

Have the class close their eyes while a pupil hides two of a familiar object or fruit behind your desk. Tell the class to open their eyes, and help them question the leader to find out the characteristics and then the identity of the objects.

P1: Are they (long)?
P2: No, they're not.
P3: Are they (orange)?
P2: Yes, they are.
P4: Are they (square)?
P2: Yes, they are.
P5: Are they (books)?
P2: Yes, they are.
(showing the books)

The pupil who correctly guesses the identity of the object becomes the new leader.

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ESOL-SESD LESSON 36

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LINGUISTIC FOCUS: REVIEW
Yes, they are. No, they're not.
Are (these, those) (pencils) (long)?
long, short

LINGUISTIC FOCUS: NEW
No, (these, those, they) are not (short).

MATERIALS
Familiar objects, such as books, pencils, balloons, balls, etc.

ROUND ROBIN

Have the class sit in several rows. Guide the first pupil in the first row to ask the pupil behind him a question about objects in the room. After the second pupil answers, he directs a question to the pupil behind him. Continue up each row.

P1: (pointing to books)
Are those books (round)?
P2: No, they're not.
(turning to the next pupil and holding up pencils)
Are these pencils (thin)?
P3: Yes, they are.

RHYME TIME

Tell the pupils that you will read them some pairs of words. Have them stand and repeat the word pair if the words rhyme. If the words do not rhyme, the pupils remain seated.

big-pig
small-tall
fat-sat
thin-cat
little-pig
round-pound

MR. NO

Model the new sentence, "No, (these, those, they) are not (round)." Go around the room pointing to things while the class and groups tell what the objects are not, in response to your questions. Continue with individuals responding.

T: Are those (doors) (round)?
C: No. Those (doors) are not (round).

Explain to the class that you have heard of a man named Mr. No, who always talks about what things are not - and sometimes he makes big mistakes. Say that you are going to pretend to be Mr. No, and the class should correct you if you make a mistake, by calling out, "Yes, they are."

T: Those (doors) are not (round).
These (chairs) are not (big).
Those (books) are not (thin).
C: Yes, they are!

Call on a pupil to continue as Mr. No. Each time the class must correct Mr. No, have him choose a replacement.

SIMON SAYS

Play a game of Simon Says. When you say, "Simon Says be (round)," the pupils must use their bodies to form appropriate shapes, and name the shape, "Round." If you say only, "Be round," the pupils should not follow the directions. If they do, they must sit down.

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ESOL-SESD LESSON 37

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LINGUISTIC FOCUS: REVIEW
No, (these, those, they) are
not (long).

LINGUISTIC FOCUS: NEW
(Our, Your) (crayons) are (red).
giants, elves, children
tall; size

MATERIALS
Pictures of giants and elves
Familiar objects, such as pens
crayons, etc., of various
colors and sizes
Two bags

TALL - SHORT

Place pictures of giants and elves side by side. Help the class, groups and individuals identify each. Then guide the repetition of statements about the height of the giants and elves in the singular and plural.

T: (These) are (giants).
C: (Those) are (giants).
T: (The) (giants) are (tall).
G1: (The) (giants) are (tall).

Next, call on individuals to point or touch one of the pictures and make the appropriate statement.

P1: (pointing to the giants)
Those giants are tall.

ASK SOMETHING SILLY!

Have a pair of tall pupils stand next to a pair of short pupils. Call on a volunteer to ask something silly about the height of each pair. Guide the class to respond by telling what each pair is not. Then a volunteer says what they are. Continue with new pairs of pupils and volunteers.

P1: (pointing to the tall pupils)
Are those children short?
C: No. Those children are not
short.
P2: They're tall.

OUR - YOUR

Have two teams face each other with a bag in front of each team. As Team 1 covers their eyes, put red pencils in Team 2's bag. Guide Team 1 pupils to make statements about their color. Team 2 says whether or not they are right, showing the objects when the correct statement is made.

T: (after putting red pencils
in Team 2's bag)
Pencils. What color are they?
P1: Your pencils are (yellow)
G2: (with the teacher's help)
No, they're not. Our pencils
are not (yellow).
P2: Your pencils are red.
G2: (emptying their bag)
Yes, they are. Our pencils
are red.

Repeat with Team 2, putting pencils of the same or different color in Team 1's bag. After each team has had a turn, ask a pupil to say whether or not the contents of both bags are the same color.

P3: (viewing red pencils, contents of both bags)
They're the same color.

Using other objects, stress also the size adjectives, big-little, fat-thin and long-short.

ESOL-SESD LESSON 38

LINGUISTIC FOCUS: REVIEW
(Our, Your) (pens) are (blue).
giant, elf, children; tall, size

LINGUISTIC FOCUS: NEW
(These, Those) are different.
(These, Those) are not different.

MATERIALS
Familiar objects, such as pencils, crayons, etc., some taped to tagboard
Pictures of familiar fruit, giants, elves, tall and short "stick children"

OUR - YOUR

Have groups face each other with pictures of objects of the same or different color or size. Help them describe both sets of pictures.

G1: (showing pictures of limes)
Our limes are green.
(referring to G2's lemons)
Your lemons are yellow.

TALL AND SHORT

Have a leader hand out a few pictures each of giants, elves and tall and short "stick children." He asks for giants and elves. The pupils with those pictures group themselves accordingly. The groups describe both sets of pictures. The "stick children" are called for and the activity is repeated.

P1: Giants and elves.
G1: (holding pictures of giants)
These giants are tall.
(pointing to the elves)
Those elves are short.

A POEM

Teach the following poem.

I'm a giant who is tall, tall, tall. (stand up tall)
One giant step and I'm over a wall! (take a giant step)
Now I'm a little, short, short elf, (sink slowly to floor)
Who can take good care of himself!

SIZE AND COLOR

On tagboard, tape pencils of the same color and length; crayons of the same color but different size, etc. Give two pupils a tagboard apiece. Guide them to describe the size and color of their objects. Continue with new players.

T: (indicating identical pencils)
Are those the same size?
P1: Yes, these are the same size.
T: Are those the same color?
P1: Yes, these are the same color.
These are the same.
They're the same size, and they're the same color.

DIFFERENT? MAKE THEM THE SAME!

Draw the following boxes on the board |○ ○| |⦶ ○|. Elicit which circles are the same and which are different. Guide the responses. In the second box, ask a pupil to make the circles alike. Then guide him to say they are the same. Continue with other pairs of drawings.

T: (touching the first box)
Are these the same?
C: Yes. They're the same.
T: (pointing to the second box)
Are those the same?
G1: No. They're not the same.
Those are different.
P1: (adding the missing element)
These are the same now.
These are not different.

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ESOL-SESD LESSON 39

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: NEW
(He, She, It)'s (jump)ing.
jump, hop, skip

MATERIALS
The hand puppet, Flock
Action pictures of hopping (A-34), jumping (A-36), skipping (A-42)
A candlestick

FOLLOWING DIRECTIONS

Ask the class if they know how to skip, jump, or hop. Demonstrate yourself or have volunteers demonstrate these actions. Tell the class to stand and what actions to perform. Guide them to say what they are doing. Then choose individuals to give the directions.

T: (Hop)!
C: (while doing so) (Hop)!
P1: (Skip)!
C: (while doing so) (Skip)!

HOP! HOP! HOP!

Say and pantomime the following rhyme. Have the class repeat as they do the appropriate action.

I'll take my foot and hop,
hop, hop.
I'll rest a while and stop,
stop, stop.
I'll turn around and count
to ten.
I'll take one foot and hop again!

PICTURE PUZZLES

Introduce Flock to the class. Have Flock hold up an action picture, such as jumping and ask the teacher, "What's (he, she, it) doing?" Respond with a short answer, "Jumping."

F1: (holding up a picture)
What's (he) doing?
T: (Jump)ing.

Have Flock continue this procedure with the class, groups and individuals.

F1: (holding up a picture)
What's (he) doing?
C: (Skip)ing.

FUN WITH SOUNDS

Pronounce win and wing, giving special attention to the difference in the final sound. Have the class repeat. Say the following words, asking the pupils to jump once when they hear a word that ends like wing, and not to jump when they hear a word that ends differently.

wing
sing
win
jumping
in
fun
run
ring
thing
sun
sunning
hopping

RHYME AND PANTOMIME

Recite the following rhyme, pantomiming the action. Model one line at a time for the class to repeat.

Jack be nimble,
Jack be quick,
Jack jump over
the candlestick!

Continue with a pupil pantomiming the action as the class recites in unison. Ask the class, "What's (he, she) doing?" Guide them to answer, "(He, She)'s jumping."

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ESOL-SESD LESSON 40

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LINGUISTIC FOCUS: REVIEW
(He, She, It)'s (hopp)ing.
jump, hop, skip

LINGUISTIC FOCUS: NEW
What's (he, she, it) doing?
sit, stand
right, left

MATERIALS
Action pictures of hopping (A-34), jumping (A-36), sitting (A-40), skipping (A-42), standing (A-45)
A picture of an elephant (B-46)

CIRCLE GAME

Have a group of pupils join hands and walk in a circle while you and a leader stand outside the circle. Have the leader tap a pupil and direct him to do an action. As the tapped pupil performs, guide the group to ask the Leader, "What's (he) doing?"

P1: Hop.
G1: (while P2 hops)
What's (he) doing?
P1: (He)'s hopping.

Have the tapped pupil change places with the leader. Continue until everyone in the group has had a turn. Then form other groups.

PICTURE FUN

Distribute action pictures, such as hopping, skipping, etc. As each pupil in turn holds up his picture, guide him to ask the class, "What's (she) doing?"

P1: (showing her picture)
What's (she) doing?
C: (She)'s (sitt)ing.

Continue similar exchanges between individuals.

P1: What's (he) doing?
P2: (He)'s (stand)ing.

SOUNDS AND SUCH

Pronounce stand and stop for the class to repeat. Make sure that their initial /s/ sound is not preceded by an extra syllable ("estudy"). Model the following words. Have the class stand when they say a word that begins like stand and stop. If the initial sounds are not /st/, the class remains seated.

say
talk
stoop
top
stove
sew
see
stick
stand
stay
tune
seem
steam
time
same
stop

RIGHT FOOT - LEFT FOOT

With your back to the class, show them your right foot and then your left foot. Have them show you theirs. Hold up a picture of an elephant and talk about how slowly he walks on his right and left feet. Bend forward from the waist with your hands clasped and hanging like an elephant's trunk. Have the class imitate what you do. Say the following rhyme together, moving as the poem directs.

Right foot,
Left foot,
See me go.
I am big and
I am slow.

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ESOL-SESD LESSON 41

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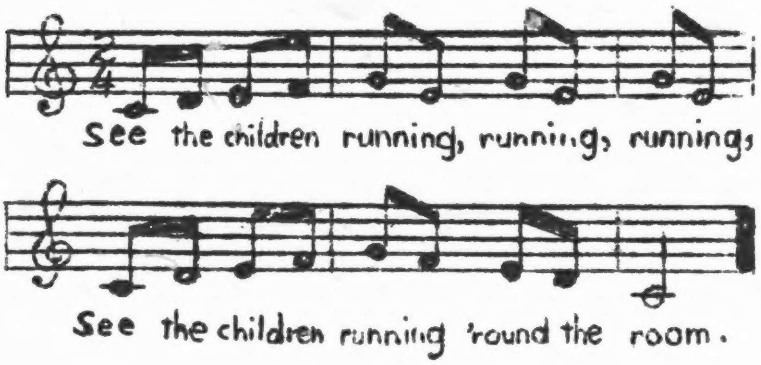
LINGUISTIC FOCUS: REVIEW
What's (he, she, it) doing?
sit, stand

LINGUISTIC FOCUS: NEW
(Mary)'s (runn)ing.
up, down
run, walk

MATERIALS
Action pictures, such as hopping (A-34), jumping (A-36), running (A-39), sitting (A-40), skipping (A-42), walking (A-48), and children running
The hand puppet, Flick

SINGING

Hold up a picture of children running or have a few pupils demonstrate running. Sing the song Children Running first alone and then with the class.


See the children running, running, running,
See the children running 'round the room.

Substitute hopping, walking, etc., for running in the song. As the class sings, guide various groups to pantomime each action.

GUESSING GAME

As the class close their eyes, quietly tell a pupil to perform an action. The class tries to guess what the pupil is doing from the sound they hear. Choose one volunteer at a time to guess. Guide each volunteer to use the pupil's name in statements, such as "(Sue)'s (skipp)ing." After guessing, he opens his eyes to see if he is correct. The first to guess correctly, takes a turn at performing an action.

T: What's (Mary) doing, (Juan)?
P1: (Mary)'s (jump)ing.
(opens eyes)

UP - DOWN

Demonstrate the meaning of up and down by reaching up, sitting down, etc. Give directives to perform actions involving up and down with the verbs sit, stand and jump to groups, such as boys, girls, pupils wearing red, etc., or to individuals. As each group or individual performs the action, guide them to repeat the directive given.

T: (Boys), (stand) (up)!
G1: (standing)
(Stand) (up)!

ASK FLICK

Tell the class that Flick thinks he knows as much as they do. Distribute the action pictures to the class and have one pupil at a time come up and show his picture to Flick asking, "What's (he, she, it) doing?" Help Flick answer and then ask the same question of the class.

P1: (holding up a picture)
What's (he) doing?
F1: (He)'s (runn)ing.
(asking the class)
What's (he) doing?
C: (He)'s (runn)ing.

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ESOL-SESD LESSON 42

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
(Ralph)'s (stand)ing.
up, down; right, left

LINGUISTIC FOCUS: NEW
What are you doing?
I'm (runn)ing.
(Jesse)'s (stand)ing up.
(Henry)'s (sitt)ing down.

MATERIALS
Action pictures of hopping (A-34), jumping (A-36), running (A-39), sitting (A-40), skipping (A-42), standing (A-45), walking (A-48)

MORE UP AND DOWN

Ask the class to show you the meanings of up and down with their hands. Have a pupil perform an action involving up or down and ask the class, "What's (Al) doing?" Guide the responses.

T: What's (Mary) doing?
C: (with the teacher's help)
(Mary)'s (stand)ing (up).
T: What's (Joe) doing?
C: (Joe)'s (sitt)ing (down).

Continue this procedure with groups and individuals.

IMITATIONS

Give two pupils an action picture. Have Pupil 1 hold up his picture, perform that action and tell what he's doing. Then guide him to ask Pupil 2, "What are you doing?" as the latter is imitating what his picture suggests.

P1: (holding up a picture)
I'm (hopp)ing.
What are you doing, (Mary)?
P2: (holding up a picture)
I'm (walk)ing.

FUN WITH SOUNDS

Have the class say I'm and am, listening for the final sound. Pronounce each of the following words. Tell the class to repeat only those ending like I'm and am.

lime
come
ten
time

sign
run
down
game

am
arm
fun
same

HANDPRINTS

Ask a pupil to place his hands on the board while you outline them with chalk. Choose another pupil to come to the front and with the class raise his right hand saying, "Right." Then he places his right hand on the right hand outline on the board. Guide him to do the same with his left hand. Continue the activity with other pupils.

HOKEY POKEY

Have the class form a circle, and with them sing and pantomime the game of Hokey Pokey.

You put your right hand in,
you put your right hand out,
you put your right hand in
and you shake it all about.
You do the Hokey Pokey and
you turn yourself around;
that's what it's all about!

Repeat for other right and left parts of the body. For example: feet, sides, elbows, knees, etc.

ESOL-SESD LESSON 43

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
What are you doing?
(I'm, Al's) (stand)ing (up).

LINGUISTIC FOCUS: NEW
march; fast, slow(ly)
because

MATERIALS
Action pictures of hopping (A-34), jumping (A-36), marching (A-37), running (A-39), sitting (A-40), skipping (A-42), standing (A-45)

CIRCLE TIME

Join the pupils in forming a circle. Ask the pupil on your right "What are you doing?" After he performs an action and answers, "I'm (skipp)ing," he continues the game by asking the pupil on his right, "What are you doing?"

T: (turning to the pupil on the right)
What are you doing?
P1: (running)
I'm running.
(to the next pupil)
What are you doing?
P2: (hopping)
I'm hopping.

FAST - SLOWLY

Demonstrate the meaning of fast and slowly. Ask for volunteers to do an action fast, then slowly. Divide the class into a fast team and a slow team. Tell the teams what actions to perform. The first pupil on each team does the action, one fast, saying, "I'm (march)ing fast," the other slowly, saying, "I'm (march)ing slowly." As each pupil finishes his turn, he sits down.

T: Run!
P1: (running fast)
I'm running fast.
P2: (running slowly)
I'm running slowly.

UP - DOWN

Say and pantomime the following rhyme. Have the class repeat.

I put my arms up high,
I put my arms down low,
I make my arms go stiff,
Then I let them go...go...go...

DO AND TELL

Have the first pupil in a group perform an action and say what he is doing. Then he must tell what his neighbor, who is performing another action, is doing. Continue until everyone has a turn.

P1: I'm (sitting) (down).
(looking at his neighbor)
(Joe)'s (stand)ing (up).
P2: I'm (stand)ing (up).
(referring to his neighbor)
(Mary)'s (hopp)ing.

PREDICTIONS (LOOK INTO THE FUTURE)

Ask two pupils to stand the same distance from you. Each is to reach you by the directive given.

T: (Martha), (walk) fast.
(Joe), (walk) slowly.
One, two, three, GO!

Before the players begin to move, ask the class who will reach you first and last. As the players move, ask why. Guide the reply, Because (Sue)'s (walk)ing (fast).

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ESOL-SESD LESSON 44

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
What's (Henry) doing?
fast, slowly
right, left

MATERIALS
Coarse sandpaper and furry or silky material for a pattern of a pair of hands
Two felt car silhouettes

TELL WHAT YOU SEE!

Choose two players. Whisper three familiar action words to one. As he performs each consecutively, the class asks the second player, "What's (Henry) doing?" After describing all three actions, he chooses two new players to continue the game.

T: (whispering to Pupil 1)
March. Skip. Hop.
C: (as Pupil 1 marches)
What's (Henry) doing?
P2: (Henry)'s marching.
C: (as Pupil 1 skips)
What's (Henry) doing?
P2: (Henry)'s skipping.
C: (as Pupil 1 hops)
What's (Henry) doing?
P2: (Henry)'s hopping.

WHAT DID I SAY?

Quietly tell a pupil to perform a specific action fast or slowly. After observing the action, have a volunteer try to repeat the direction you gave. He may then whisper a direction to a new player.

T: (whispering to a pupil)
Stand up slowly.
P1: (after observing the action)
Stand up slowly.

EAR-TEST GAME

Have the class listen to rhythms which suggest three familiar actions. A pupil is chosen to say what the music "tells" them as a designated group performs the corresponding actions. Continue with other rhythms and groups.

T: (playing jumping, walking, then running music)
P1: Jump!
G2: (jumping)
P1: Walk!
G2: (walking)
P1: Run!
G2: (running)

RIGHT - LEFT

Trace the outline of a volunteer's hands. Cut out the right hand pattern from coarse sandpaper, and the left hand of soft, furry or silky material. As individuals place their hands on each pattern, guide them to say, "Right" and "Left." Display the patterns where the pupils can go up and match hands independently during the day.

AUTO RACE!

Choose two pupils and give each a car silhouette. While they face the flannel board, ask a volunteer to call out, "Right" or "Left." As the pupils place their cars on the flannel board facing the direction called, guide the class to raise the appropriate hand and repeat the direction. The first pupil placing his car correctly is the winner. Choose two new players to continue the game.

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ESOL-SESD LESSON 45

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
What are you doing?
march; fast, slowly

LINGUISTIC FOCUS: NEW
Yes, (he, she) is.
No, (he, she)'s not.
dance, wave

MATERIALS
The hand puppet, Flock
A blindfold
Action pictures of dancing (A-32), hopping (A-34), jumping (A-36), marching (A-37), running (A-39), sitting (A-40), skipping (A-42), standing (A-45), waving (A-50)

YES OR NO

Tell the class that Flock thinks she is good at guessing games. Form groups and give each group an action picture. Blindfold Flock and have one pupil in each group imitate the action shown in his group's picture. Flock tries to guess which action is being performed. The group responds, "Yes, (he) is" or "No, (he)'s not." Continue until each group has had a turn. Guide the first responses.

F1: (as a group holds a picture and pantomimes its action)
Is (he) (runn)ing?
G1: (with the teacher's help)
No, (he)'s not.
F1: Is (he) (march)ing?
G1: (with the teacher's help)
Yes, (he) is.

ECHO GAME

Talk about the meaning of an echo. Then choose two players and guide one to perform an action as you guide the class to ask, "What are you doing?" The first player says, "I'm (jump)ing." The second player (his echo) must do and say the same thing. Continue with actions such as dancing, waving, hopping, etc.

C: What are you doing?
P1: (jumping) I'm jumping fast.
P2: (jumping) I'm jumping fast.

FINGERS

Introduce the names for the fingers: Thumbkin, Foreman, Longman, Ringman, and Littleman. Hold up one hand and recite the following rhyme. As the poem directs, make the thumb move alone, then with all the fingers (merrymen), and so on with Foreman, Longman and Ringman. Littleman cannot dance alone.

Dance, (Thumbkin), dance,
Dance, ye merrymen, everyone.
But (Thumbkin), he can dance alone,
(Thumbkin), he can dance alone.

Dance, Littleman, dance,
Dance, ye merrymen, everyone.
But Littleman, he can't dance
alone.
Littleman, he can't dance alone.

GUESS THE RIDDLE

Ask the volunteer who can supply the rhyming word to repeat it and do what it says. Continue with the rhyming pairs below.

T: Do something that rhymes with (top).
P1: (Hop)!
(begins to hop)

sand-stand
parch-march
fit-sit
bump-jump
sip-skip
talk-walk

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ESOL-SESD LESSON 46

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LINGUISTIC FOCUS: REVIEW
Yes, (he, she) is.
No, (he, she)'s not.
dance, wave; because

LINGUISTIC FOCUS: NEW
Is (he, Joe) (runn)ing (fast)?
(Red) means (stop).
stop, wait, cross

MATERIALS
The hand puppet, Flick
Action pictures of dancing (A-32), jumping (A-36), marching (A-37), skipping (A-42), waving (A-50)
A flannel board, a traffic light, a doll, chalk

MORE YES AND NO

Have a pupil perform an action choosing to do it fast or slowly. By asking Is (Ed) (runn)ing (fast)?, have the class decide the action's speed. Guide the class to respond.

T: Is (Ed) (hopp)ing slowly?
C: No, (Ed)'s not (hopp)ing slowly.
(He)'s (hopp)ing fast.

THE ANSWER MAN

Have Flick explain that he is the Answer Man since he knows lots of answers but no questions. He wishes the class would give him some questions for his answers. The answers will be statements about action pictures he holds up.

Fl: (He)'s (sitt)ing down.
C: (with the teacher's help)
Is (he) (sitt)ing down?

RED - YELLOW - GREEN

Display a traffic light. Hold up a round red "light" and elicit the color. As a pupil places red on the traffic light, ask what it means. Continue in the same manner with yellow and green.

T: What does (red) mean?
C: (with the teacher's help)
(Red) means (STOP).

Teach the poem below, using a flannel board figure to illustrate stop, wait and cross.

Red light, red light, what do you say?
"I say STOP, and stop right away!"
Yellow light, yellow light, what do you mean?
"I mean WAIT, 'till the light is green."
Green light, green light, what do you say?
"I say CROSS, first look each way."
Thank you, thank you, red, yellow, green,
Now I know what the traffic light means.

TELL US WHY

Outline a street crossing on the floor with chalk. Using a flannel traffic light as a signal, ask volunteers, one at a time, to go to the "corner." Turn on the signal and tell the pupil to act accordingly and say what he is doing.

T: What are you doing (Joe)?
P1: I'm (cross)ing.

Then turn to the class and elicit the reason for (Joe)'s action.

T: Why is (Joe) (cross)ing?
C: Because (green) means (cross).

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ESOL-SESD LESSON 47

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
Is (Mary) (march)ing?
(Red) means (stop).
stop, wait, cross
Traffic Light Poem (Lesson 37)

LINGUISTIC FOCUS: NEW
Yes, I am. No, I'm not.
roller skate, ice skate

MATERIALS
Pictures of roller skating (A-41), ice skating, and other familiar actions needed for review
A flannel traffic light
A red circle, a yellow circle, a green circle, made of paper
Music for rhythmic movement

WORD FUN

Pronounce the last sound of dish and the last sound of ditch. Have the class make the sounds. Model the following words for the class. Tell them to raise their hand if a word ends with the sound of sh.

march-marsh
cash-catch
latch-lash
wash-watch
much-mush
crush-crutch

ISTEN AND TELL

all a player to the front to perorm an action of his choice. Ask volunteer to close his eyes, and hen tell, judging from the sound e hears, what the player is doing. f he guesses correctly, he takes he next turn.

1: (with eyes closed)
Is (Mary) (runn)ing?
C: No, (she)'s not.
1: Is (she) (danc)ing?
C: Yes, (she) is.

HAT'S (HE) DOING?

ave the class seated in a circle. s you show an action picture, all out a pupil's name. Guide he class to refer to the picture nd say "(Mary, Mary), what's he) doing?" Help the pupil espond correctly. Continue the ame using other action words the pupils know. Introduce ice skating and roller skating during the activity.

T: (showing a picture of roller skating)
(Billy).
C: (referring to the picture)
(Billy, Billy), what's (he) doing?
P1: (with the teacher's help)
(He)'s roller skating.

RHYTHMIC MOVEMENT

To the musical accompaniment of rhythmic patterns associated with physical movement, have the pupils skate, march, walk, etc.

STOP! WAIT! CROSS!

Using a flannel traffic signal choose pupils to do whatever the traffic light tells them to. Ask them what they are doing and why.

T: Are you (wait)ing, (Billy)?
P1: Yes, I am.
T: Why are you (wait)ing?
P1: Because (yellow) means (wait).

Have a red, yellow, and green group with a pupil in each holding its color. Guide everyone to recite the Traffic Light poem (see Lesson 37), and each color group to speak its own part.

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ESOL-SESD LESSON 48

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LINGUISTIC FOCUS: REVIEW
Yes, I am. No, I'm not.
roller skate, ice skate
right left

LINGUISTIC FOCUS: NEW
Are you (march)ing?
draw, color

MATERIALS
Chalk
Objects, such as a page from a coloring book, a plain piece of paper, a crayon, a pencil, a pen
Drawing paper, drayons

CHARADES

Tell one volunteer at a time to dramatize an action as the class, groups and individuals try to guess what it is.

C: (as Pupil 1 is "skating")
Are you (walk)ing?
P1: No, I'm not.
C: Are you skating?
P1: Yes, I am.

AT THE BLACKBOARD

Draw a balloon on the board and say, "I'm drawing." As you color it say, "I'm coloring." Call on a pupil to draw then color another balloon on the board. Have him describe his actions when the class inquires. Continue with other simple objects. Some pupils may be asked only to draw, while others may be told only to color.

C: (as Pupil 1 is drawing)
What are you doing?
P1: I'm drawing.
C: (as Pupil 1 is coloring)
What are you doing?
P1: I'm coloring.

JUDGMENTS

Show objects, such as a page from a coloring book, a plain piece of paper, a crayon, a pencil, chalk, and a pen. Ask for volunteers to tell what kind of activity they would do with each object. Elicit a short response.

T: What would you do with a crayon?
P1: Color.
T: What would you do with a pencil?
P2: Draw.

RIGHT HAND - LEFT HAND

Guide the class to recite the following rhyme using the correct hands and appropriate gesture.

This is my right hand;
I'll raise it up high.
This is my left hand;
I'll touch the sky.
Right hand, left hand,
Roll them around.
Left hand, right hand,
Pound, pound, pound.

DRAW AND COLOR

Give each pupil a large piece of paper and a crayon. Ask them to raise their right hand, lay it on the paper then draw the outline. Follow the same procedure with the left hand. Have the class repeat, "Right" after you as they raise that hand and place it on the right outline on their paper. Do the same for the left hand. After they color each hand, elicit the colors they have used.

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ESOL-SESD LESSON 49

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LINGUISTIC FOCUS: REVIEW
Are you (draw)ing?
draw, color

LINGUISTIC FOCUS: NEW
(I'm, He's, She's, It's) not
(slid)ing.
light

MATERIALS
Familiar action pictures, such as dancing (A-32), hopping (A-34), jumping (A-36), etc.
Chalk, assorted colors

SLIDING

Show a picture of a child going down a slide. Guide the class to describe the action, (He)'s sliding. Discuss a few simple safety rules, such as lining up, going down feet first, etc. Then teach the following verse.

A slide is fun,
but not too wide.
We go one by one,
down the slide.

SLIDING ON ICE

Call on a pupil to pretend he is sliding on ice. Guide him to say what he's doing. Then ask another pupil to describe the same action. If he can, he takes a turn sliding.

T: What are you doing, (Ann)?
P1: I'm sliding.
T: (Joe), what's (Ann) doing?
P2: (She)'s sliding.
(takes a turn sliding)

DRAW AND COLOR

Call on volunteers, one at a time, to draw or color objects on the board. Tell them to say what they are doing. Then have a pupil ask another, "Is (Larry) (draw)ing?"

P1: I'm (draw)ing.
P2: Is (Maria) (draw)ing?
P3: Yes, (she) is.

GUESSWORK

Blindfold a pupil. Quietly ask a volunteer to perform an action. Show two action pictures so the class can provide the blindfolded pupil with clues regarding what the volunteer is not doing. The blindfolded pupil tries to guess what the volunteer's action is.

T: (showing pictures of skip and hop, one at a time)
C: (with the teacher's help)
(He)'s not skipping.
(He)'s not hopping.
P1: Are you (danc)ing?
P2: (sliding)
No, I'm not (danc)ing.
P1: Are you sliding?
P2: Yes, I'm sliding.

RED LIGHT - GREEN LIGHT!

After the class is lined up, have a leader tell the class to perform a certain action, such as hopping, walking, skipping, etc. When the leader says, "Green light!," the class proceeds to (hop) around the room until the leader calls out, "Red light!" The leader changes the action after each red light. Continue with new leaders.

P1: (Hop!)...Green light!
(as pupils hop)
Red light!
(Walk!)...Green light!

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ESOL-SESD LESSON 50

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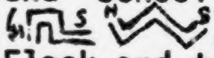
LINGUISTIC FOCUS: REVIEW
(Red) means (stop).
I'm (cross)ing.
(I'm, He's, She's, It's) not (slid)ing.
right, left

MATERIALS
Chalk
The hand puppets, Flick and Flock
A flannel traffic light
Familiar action pictures

FLOCK GOES HOME

Draw a simple maze on the floor, labeling one end "school" and the other "home" (). Select a girl to be Flock and tell the class that she needs help getting home. As Flock arrives at a corner, have the boys call out either "Right" or "Left" while holding out their appropriate arm. Then Flock, with his back toward the class, signals with her arm saying, "Right" or "Left." After Flock reaches home, she chooses a new player. Using the same procedure, the new Flock starts at home and goes to school.

G1: (as Flock reaches each corner)
Right!...Right!...Left!
P1: (while signaling and turning each corner)
Right!...Right!...Left!

SAFETY PATROL

Ask one boy to be Flick, one to be a Safety Patrol Boy, and one to operate the flannel traffic light. Have the Patrol Boy stand on the "corner" of a street which has been chalked on the floor, and help Flick obey the traffic signals. As Flick and the Patrol Boy wait, stop, or cross the street, guide the class to ask Flick what he is doing and why. Choose three new players to perform similar actions at the "street corner."

2

C: (as Flick crosses the street)
What are you doing, Flick?
P1: I'm crossing.
T: Why are you crossing?
P1: Because green means cross.

TELL THE TRUTH

While the class close their eyes, show a pupil an action picture. Place that picture and four others face down. As the pupil performs the first action, guide a leader to hold up one picture at a time. The class must say whether or not the pupil is performing the action shown. When the actions match, a new leader is chosen.

P1: (skipping)
P2: (showing a hopping picture)
C: (He)'s not hopping.
P2: (showing a skipping picture)
C: (He)'s skipping.

FLICK'S RHYME

Guide the class to say the rhyme below as a group of ten pupils at a time pantomime. Then ask a boy to be Flick and lead the class. Continue, substituting other actions for walk, hop and jump.

Ten little children standing in
a row,
All bow down when Flick says so.
They (walk) to the left and they
(hop) to the right,
Up they (jump) with all their
might!

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ESOL-SESD LESSON 51

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LINGUISTIC FOCUS: NEW
(Walk) to (the door). . .
(Hop) from (the door) to (the desk).
(Maria)'s (walk)ing (to the door).
Is (it) behind (the basket)?

MATERIALS
The hand puppets, Flick and Flock
Familiar objects, such as a book, a crayon, etc.

COMMANDS

Call on one pupil at a time to follow given directives, using the familiar action words. As the pupil follows the directive, guide the class to say what he is doing. Ask volunteers to give directives.

T: (Juan), (walk) to the (door).
C: (as Juan walks to the door) (Juan)'s (walk)ing to the (door).
P1: (Joe), (hop) to the (desk).
C: (as Joe hops to the desk) (Joe)'s (hopp)ing to the (desk).

FLICK AND FLOCK TOGETHER

Whisper to Flick to either hop, skip, etc., to a specific place or object. After the class asks him what he is doing, Flock imitates Flick's action and tells what she is doing. Continue, choosing volunteers to be Flick and Flock.

T: (whispering to Flick) (Hop) to the (chair).
C: What are you doing, Flick?
P1: I'm (hopp)ing to the (chair).
P2: (imitating Flick's action) I'm (hopp)ing to the (chair).

FROM. . .TO. . .

Guide the class to tell a pupil to march from one place to another. As he does so, have the girls ask him what he is doing. After he responds, guide the boys to make a statement about his action.

C: (with the teacher's help) (Mark), march from the (door) to the (desk).
G1: What are you doing, (Mark)?
P1: (with the teacher's help) I'm marching from the (door) to the (desk).
G2: (He)'s marching from the (door) to the (desk).

Continue, with pupils telling new players to go from one place to another by running, hopping, etc. Guide the boys and girls to alternate question-answer exchanges.

BEHIND

Ask a pupil to close his eyes as a second pupil who is "It" hides a familiar object behind something or someone. The first pupil tries to guess where it is. If after three guesses he has not located the object, "It" shows and says where it is before calling on another pupil to be "It." If the first pupil locates the object in three guesses, he becomes "It."

P1: (hides a book behind the desk)
P2: (with the teacher's help) Is it behind the (basket)?
C: No, it's not.
P2: Is it behind the (door)?
C: No, it's not.
P2: Is it behind the desk?
C: Yes, it is.

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ESOL-SESD LESSON 52

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LINGUISTIC FOCUS: REVIEW
(Walk) from (the flag) to (the door).
(Maria)'s (walk)ing (to the door).
Is (he, she) behind (the basket)?

LINGUISTIC FOCUS: NEW
(Walk) away from (the window).
Ready!; back

MATERIALS
Familiar objects, such as a crayon, a pen, a piece of paper, a pencil, a book, etc.

FROM. . .TO. . .

Choose a pair of players. Have Player 1 name two places. Guide a group to direct Player 2 to go from one of the places named to the other. Have another group ask Player 2 what he is doing.

P1: The flag. The door.
G1: (Joe), (walk) from the flag to the door.
G2: What are you doing, (Joe)?
P2: I'm (walk)ing from the flag to the door.

AWAY FROM. . .

Have a leader tell a pupil to run, walk, etc., to a specific spot. As he does so, the class, then the pupil says what he is doing. Next, help the class tell the pupil to go away from the spot. Finally, guide the pupil and the class to say what he is going away from. Choose a new leader and continue.

P1: (Hop) to the (desk), (Larry).
C: (Larry)'s (hopp)ing to the (desk).
P2: I'm (hopp)ing to the (desk).
C: (with the teacher's help) (Walk) away from the (desk).
P2: I'm (walk)ing away from the (desk).
C: (He)'s (walk)ing away from the (desk).

IS (HE, SHE) BEHIND THE (DESK)?

Call on two pupils. As the first closes his eyes, the second one hides behind something or someone. Guide the class to say, "Ready." Then the first pupil tries to guess where the second pupil is hiding. Continue the game with other pairs of pupils.

P1: (hiding behind the desk)
C: Ready!
P2: Is (he) behind the (door)?
C: No. (He)'s not behind the (door).
P2: Is (he) behind the desk?
C: Yes. (He)'s behind the desk.

REMEMBERING

Place familiar objects, such as a pen, a piece of paper, etc., on a table. As the class close their eyes, have a leader put one of the objects behind his back, then say, "Ready!" Help him ask a volunteer to guess what is behind his back. The pupil guessing correctly becomes the next leader.

P1: (with a pen behind his back)
Ready!
What's behind my back?
P2: A (pencil).
P1: No. It's not a (pencil).
P3: A pen.
P1: Yes. It's a pen.

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ESOL-SESD LESSON 53

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
(Walk) away from (the window).
Ready!; back

LINGUISTIC FOCUS: NEW
You're (walk)ing (around) a (desk).
toward, around; a (long) one

MATERIALS
Familiar objects, such as books, pencils, etc., in different colors, shapes and sizes
A picture of a merry-go-round

AWAY FROM. . .TOWARD. . .

Have four pupils stand. Call on volunteers to direct them, one at a time, to a certain place. Then ask others to tell each pupil to go away from where they are. When the class is familiar with the forms (Walk) to (the door) and (Walk) away from (the door), introduce toward. Again, have a few pupils directed to various places. Guide the class, groups and individuals to direct them, one at a time, from that spot toward pupils who will then become the new players.

P1: (Bob), (walk) to (the door).
P2: (Ann), (hop) to (the window).
C: (with the teacher's help)
(Bob), (walk) away from (the door). (Walk) toward (Bill).
G1: (with the teacher's help)
(Ann), (hop) away from (the window). (Hop) toward (Marie).

WHAT'S BEHIND MY BACK?

As the class close their eyes, put an object behind your back. Elicit from volunteers the color of the object. The responding pupil hides something next. Stress colors and size and shape adjectives.

P1: (with a long pen behind his back, with the teacher's help)
Ready! What's behind my back?
A long pen or a short one?
P2: A long one.

AROUND

Walk around an object, describing your action. Guide the class to describe it also. Ask pupils to go around objects. Help them and the class to describe the actions.

T: (walking around a chair)
I'm walking around a chair.
C: (with the teacher's help)
You're walking around a chair.

Have couples face each other. As they say the rhyme below, the boys and girls take turns going around each other, then bowing.

Around and around and around I go,
Then to you I bow just so!

MERRY-GO-ROUND

Show a merry-go-round, eliciting that it goes around. Teach the poem below, using hand movements.

Ride with me on the merry-go-round,
Around and around and around;
(move one hand in circles)
Up go the horses, up!
(raise your arms in the air)
Down go the horses, down!
(lower your arms)
You ride a horse that is white
(point to a neighbor)
I ride a horse that is brown;
(point to yourself)
Up and down on the merry-go-round,
Our horses go around and around.

BILINGUAL
CURRICULUM
DEVELOPMENT

ESOL-SESD LESSON 54

To Support Language Arts Programs in Teaching English
to Speakers of Other Languages
and in Teaching Standard English as a Second Dialect

LINGUISTIC FOCUS: REVIEW
You're (walk)ing around (a desk).
toward; around

LINGUISTIC FOCUS: NEW
Take (one) step(s) (forward).
forward, backward

MATERIALS
Silhouettes of the sun, the moon, the world, a rocket
A picture of a clown or clowns

AROUND

After a boy and a girl each go around an object or a pupil, help one describe his action and that of his partner. Then say their names, one at a time, and guide groups and individuals to describe their actions. Choose new players.

P1: (going around a boy)
I'm (walk)ing around (Joe).
(Pupil 2 rounding the basket)
You're (hopp)ing around (the basket).
G1: (referring to Pupil 1)
(He)'s (walk)ing around (Joe).
(referring to Pupil 2)
(She)'s (hopp)ing around (the basket).

SPACE TRAVEL

As a "world," a "moon" and a "sun" sit inside a seated circle holding silhouettes of what they represent, say the rhyme below and "travel" as it indicates. Choose "astronauts," one at a time, to "travel" as the class says the rhyme after you.

(Al) go around the sun,
(Al) go around the moon,
(Al) go around the big wide world,
Hurry and come back soon!

(HE)'S (RUNN)ING TOWARD (THE FLAG).

Whisper a directive to a player, using toward. Ask a volunteer to say where he is going. The volunteer then becomes the new leader. Guide him to choose and whisper a command to a new player.

T: (whispering to the player)
(Run) toward (the flag).
P1: (He)'s (runn)ing toward (the flag).

FORWARD - BACKWARD

Have the class form two lines across the room, about two feet apart. With your back to them, tell the class to go forward and backward, guiding them to say and follow each directive with you.

T: Take (one) step (forward).
C: Take (one) step (forward).
(all move forward)

WE'RE CLOWNS!

Show clown pictures. Elicit that they make us laugh. Choose five "clowns" and help them "perform" as you say the rhyme below. Then as five pupils at a time "perform," guide the class to say the rhyme.

Five little clowns
Clap with delight!
Take one step forward
And one to your right!
Take one step backward
And one to your left!
Now five little clowns
Stand in a row!
Oh my goodness! Down they go!

BILINGUAL
CURRICULUM
DEVELOPMENT

ESOL-SESD LESSON 55

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
Take (two) steps (forward).
forward, backward; left, right

LINGUISTIC FOCUS: NEW
It's going into the garage.
It's coming out of the garage.
go, come; into, out of
garage; in reverse

MATERIALS
A toy car
A toy garage or box

TAKING STEPS!

Guide a leader to call on a volunteer and give him three directions to take steps forward and backward. Have the class repeat the directions each time. The volunteer becomes the new leader.

P1: Take (two) steps (forward).
C: Take (two) steps (forward).
P2: (takes two steps forward)

When the class is at ease with the above patterns, guide them to use giant steps and little steps in the directions.

IT'S GOING (FORWARD).

Have the class sit in a semicircle. On the floor, place a toy car with its back toward the class. Ask a pupil to make it go forward. As he moves it, guide the class to say what is happening. Repeat the same procedure with backward.

T: Make the car go (forward).
P1: (moving the car forward)
C: (with the teacher's help)
It's going (forward).

INTO - OUT OF

Use a box as a garage. Move a car into the garage, guiding the class to give the direction in which it is going and where. Then move it out of the garage and follow the same procedure with out of. Next, have the boys and girls alternate similar question-answer exchanges using the expressions forward, backward, into, and out of as a pupil moves the car each time.

T: (moving the car into the garage)
Is it going backward or forward?
C: It's going forward.
(with the teacher's help)
It's going into the garage.

Present the idea that a car is in reverse when it is going backward. Guide the class to use sentences, such as The car's coming out of the garage, It's going backward, and It's in reverse. Also ask, "When the car is in reverse, how is it going?"

LEFT - RIGHT

Tell the class to pretend that they are windshield wipers on a rainy day. Have them hold up their hands and move them from left to right as they say, "Left, right." Then teach the rhyme below, using appropriate gestures.

Here we go from left to right,
That's the way we learn to write.

BILINGUAL
CURRICULUM
DEVELOPMENT

ESOL-SESD LESSON 56

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: NEW
The (boy)'s (work)ing.
boy, girl, baby
play, work

MATERIALS
Pictures of mopping (A-8), sweeping (A-13), a safety boy (P-26), playing hopscotch (A-34), roller skating (A-41), a girl jumping rope (A-42), a boy playing baseball (A-46), a baby playing, etc.

THE (GIRL)'S (PLAY)ING.

Show pictures of a boy playing and a girl working. Ask, "Which one's (play)ing?" Guide the class, groups and individuals to respond. Follow the same procedure with various pictures of boys and girls at work and play, and babies playing.

T: (showing two pictures)
Which one's (play)ing?
C: The (boy)'s (play)ing.

WHICH ONE'S WORKING?

Hold a picture of a girl working and a boy playing so only you can see them. Ask, "Which one's working, the boy or the girl?" Guide the responses and show the appropriate picture after each response.

T: Which one's working, the girl or the boy?
C: The (boy)'s working.
T: (showing a boy playing)
No. The boy's playing.
C: The (girl)'s working.
T: (showing a girl working)
Yes. The girl's working.

MIX-UP GAME

Place play and work pictures facing the board in random order along the chalk ledge. Choose a pupil to select a picture, then pantomime the action. Ask the class, groups and individuals what the child in the picture is doing.

T: What's the (boy) doing?
C: (He)'s (play)ing.
T: (showing the picture selected)
What's the (boy) doing?
C: (He)'s (play)ing.

RHYME TIME

Teach the rhyme below, pointing to one pupil at a time to indicate whose name will be used. Elicit the rhyming words.

Rain, rain, go away,
Come again another day,
Little (Billy) wants to play.
Rain, rain, go away.

SHOW US WHAT TO PLAY!

Ask a pupil to stand in the center of a circle. Guide the circle to skip around and sing the following verse to the tune of Here We Go Round the Mulberry Bush.

(Lucy), we all want to play,
Want to play, want to play,
(Lucy), we all want to play,
Show us what to play!

When the verse is ended, the circle stops and all face the pupil in the center. He pantomimes a play activity and all imitate his action.

BILINGUAL
CURRICULUM
DEVELOPMENT

ESOL-SESD LESSON 57

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
The (boy)'s (work)ing.
boy, girl, baby
play, work

LINGUISTIC FOCUS: NEW
What's the (father) doing?
(Jack)'s (hid)ing too.
Which one's (hid)ing?
hide; father, mother

MATERIALS
Pictures of father and mother working and playing, such as mother making a bed (A-7), father hammering a nail (A-19), father painting (A-24), father sawing (A-29), mother dusting (A-38), a boy and girl working and playing, a baby playing

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WHAT'S THE (BOY) DOING?

Choose two groups and a leader for each. Give the leaders pictures of children at work and at play. As one shows a picture to the opposite group, guide his group to ask the second group, "What's the (boy) doing?" The game continues as the groups question each other and until they use up all their cards.

G1: What's the (boy) doing?
G2: (He)'s (work)ing.
G2: What's the (girl) doing?
G1: (She)'s (play)ing.

THE OTHER (BOY)'S (HID)ING TOO.

Ask two boys to hide. Guide the class, groups and individuals to tell what each boy is doing.

C: (with the teacher's help and pointing to each boy)
(Jack)'s hiding.
(Bill)'s hiding too.

Then call on other pairs of boys and girls, directing them to hide, play or work. Guide the class to describe their actions.

THE (FATHER, MOTHER)'S (WORK)ING.

Show a picture of father and mother. Elicit from the class that mother and father work, but they play too. Show a picture of father and mother, each engaged in opposite activities of work and play. Guide the question and response from the class, groups and individual pupils.

T: (showing pictures of mother playing and father working)
Which one's working.
C: The father's working.
G1: (with the teacher's help)
Which one's playing?
G2: The mother's playing.

RHYME TIME

Have the class recite the rhyme, Rain, Rain, Go Away. Choose one volunteer at a time to point to a pupil whose name will be used.

PICK A CARD

Place face down a pile of cards of father, mother, a boy, a girl, and a baby working or playing. Ask one individual at a time to pick up a card, show it to the class and then call on a volunteer to describe the activity.

P1: (picking up a card and showing it to the class)
What's the (father) doing?
P2: (He)'s (play)ing.

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ESOL-SESD LESSON 58

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
What's the (boy) doing?
(Dick)'s hiding too.
Which one's (hid)ing?
hide; members of the family

LINGUISTIC FOCUS: NEW
Now (he)'s (hid)ing.
eat, sleep; family

MATERIALS
Pictures of father, a boy (A-4), mother (A-43), a girl, a baby, all eating or sleeping
A picture of a family such as Large Story Card 1
Pictures of a family eating, sleeping, playing, working

NOW (HE)'S (HID)ING.

Have a pupil hide, work, play, etc. After the class describes his action, (He)'s (hid)ing, the pupil must quickly do something else, such as play. Then guide the class to say, "Now (he)'s (play)ing." Continue, choosing different pupils to perform the actions as the class, groups and individuals describe them.

WHICH ONE'S (EAT)ING?

As a pupil shows a picture of a boy eating and a baby sleeping, guide him to ask, "Which one's eating?" The volunteer responding correctly continues with two new pictures showing contrasting activities.

P1: (showing two pictures)
Which one's eating?
P2: The boy's eating.
Which one's sleeping?
P3: The baby's sleeping.

HELP YOUR TEAM

Have two teams sit facing each other. Then choose two players to perform the same action, such as hiding, playing, etc. Guide a Team 1 pupil to question a Team 2 pupil about the action. Continue with new players, and give each team member a turn to either question or respond.

P1: What's (Mary) doing?
P2: (She)'s (work)ing.
P1: What's (Dick) doing?
P2: (He)'s (work)ing too.

TWO AT A TIME

Ask two pupils at a time to decide upon an action and do it. Call on volunteers to describe the action.

P1: (as two pupils play)
(Mary)'s playing.
(Betty)'s playing too.

THE FAMILY

Show the class a picture of a family. Discuss that a family is made up of "big" and "little" people, and elicit who they are. Then hold pictures of the family eating, working, etc., so the class cannot see them. Choose volunteers to take one at a time and show it. As the pictures are viewed, guide groups and individuals to describe the activity.

G1: (viewing the picture selected)
What's the family doing?
G2: (with the teacher's help)
The family's (eat)ing.

Point to the mother and father, one at a time, and ask, "What's the (mother) doing?" Guide the responses.

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ESOL-SESD LESSON 59

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
Now (Frank)'s (hid)ing.
and connecting sentences
eat, sleep; family

LINGUISTIC FOCUS: NEW
I am.
(This, That) (girl)'s (eat)ing.
dog, cat, bird; bark, meow, sing

MATERIALS
Pictures of a bird (B-1), a cat (B-2), a dog (B-3)
Pictures of a family, father, mother, a boy, a girl, a baby sleeping, eating, etc.

LET'S PRETEND

Choose five pupils. Tell each to play, march, hide, or pretend to sleep or eat. As these actions are going on simultaneously, ask, "Who's (hid)ing?" Guide the (hid)-ing pupil to raise his hand and say, "I am." Continue until all the pupils have had a turn to reply. Then choose five new pupils.

THIS AND THAT

Have two groups of pupils sit facing each other. Give one group a picture of a dog, and the other a picture of a cat. Guide each group to identify the animal it has and the one held by the opposite group.

G1: This is a (dog) and
that's a (cat).
G2: This is a (cat) and
that's a (dog).

Continue, calling on pairs of pupils to identify pictures of a dog, a cat, and a bird.

NOW (HE)'S (BARK)ING.

Show a picture of a dog sitting and elicit from the class what he's doing. After the response is given, "bark" and guide the class to describe the dog's action now. Develop cat-meow and bird-sing in the same manner.

T: What's the dog doing?
C: (He)'s sitting.
T: (barking)
Now what's the dog doing?
C: Now (he)'s barking.

TELL WHAT YOU SEE

Display pictures of a family, a boy, a girl, a baby, mother, and father engaged in familiar activities. Ask pupils to describe the pictures, contrasting this and that.

P1: (holding a picture of a girl sleeping)
This girl's sleeping.
P2: (pointing to a picture of a family eating)
That family's eating.

ANIMAL FUN

Have two players, with animal pictures pinned to their backs, stand face to face in the center of a seated circle. Each player tries to see the other's picture without letting the opponent see his. The first player to do so calls out the name of the animal and makes the appropriate sound. Then he chooses two new players.

P1: It's a (cat). (Meow).

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ESOL-SESD LESSON 60

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
I am.
(This, That) (girl)'s (eat)ing.
dog, cat, bird: bark, meow, sing

LINGUISTIC FOCUS: NEW
Who's (sleep)ing?
Is (this, that) (cat) (bark)ing
or (meow)ing?
puppy, kitten; fly, drink

MATERIALS
Pictures of a bird (B-1), a cat (B-2), a dog (B-3), a puppy (B-5), a kitten
Pictures of familiar animals, eating, flying, etc.
Activity pictures, such as sleeping (A-43), eating (A-4), etc.

DOG-PUPPY, CAT-KITTEN
Show pictures of a dog and a puppy. Help a pupil hold one picture and point to the other as he identifies each in one sentence, contrasting this and that. Continue with other pupils, and introduce kitten.

P1: (holding a dog and pointing to a puppy, and with the teacher's help)
This is a dog and that's a puppy.

ANIMALS
Have a pile of dog, puppy, cat, kitten and bird pictures showing them eating, drinking, flying, etc. Call on a pupil to take a picture and show it to the class. Then guide the class, groups and individuals to tell what is happening.

P1: (showing a bird flying)
C: That bird's flying.

WHAT DO THEY SAY?
Have two teams face each other. Give a Team 1 pupil a picture of a cat, and tell him to make the appropriate animal sound. Guide Team 1 to ask Team 2, "Is this cat (bark)ing or meowing?" Continue in this manner with all the familiar animals, giving each pupil a turn to question or answer.

TELL A STORY
Place four animal pictures along the chalk ledge. Have a pupil tell a story about one as others try to guess which picture it is.

P1: It's (brown).
It's (big).
It's (eat)ing.
P2: It's a dog.

I AM.
Give a few pupils each an activity picture which they alone can see. Help the class ask, "Who's (eat)ing?" The pupil with that picture shows it and replies, "I am."

ANIMAL RHYMES
After the class identifies two animal pictures, repeat the animal names and say a word which rhymes with one. Elicit the two rhyming words from a volunteer. Continue with pairs of familiar animal pictures and the rhyming words below.

T: (showing a cat and a kitten)
C: Cat, kitten.
T: Cat, kitten, hat.
P1: (pointing to the cat)
Cat, hat.

puppy-dog-guppy
cat-kitten-mitten

puppy-dog-log
bird-cat-heard

BILINGUAL
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ESOL-SESD LESSON 61

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
Who's (eat)ing?

LINGUISTIC FOCUS: NEW
(Ann)'s (play)ing and (Al) is too.
(Alice) isn't (danc)ing and (Jane) isn't either.
(He, She) is.
setting the table, sweeping

MATERIALS
Pictures of play, such as jumping (A-36), sliding (A-44), etc.
Pictures of work, such as setting the table (A-9), sweeping the floor (A-13), a patrol boy (P-26), etc.

PRETEND AND TELL

Choose two pupils and give each a picture of a child playing. Guide a group to ask another what both pupils are "doing." Help the class make a statement about both pupils, using and and too. Call on new pairs of pupils, using pictures of a baby, a boy, a girl, a man, and a woman at work, at play, etc.

G1: (referring to Pupil 1)
What's (Mary) doing?
G2: (She)'s playing.
G1: (referring to Pupil 2)
What's (Joe) doing?
G2: (He)'s playing too.
C: (with the teacher's help)
(Mary)'s playing and (Joe) is too.

EITHER

Have two pupils stand, then show a picture of "eating." Referring to the first pupil, elicit that he isn't eating. Elicit that the second pupil isn't eating either. Continue with new pairs of pupils and other action pictures.

C: (viewing a "sleeping" picture and pointing to Pupil 1)
(Bill) isn't sleeping.
(referring to Pupil 2 and with the teacher's help)
(Frank) isn't sleeping either.

Continue, showing one picture at a time. Call the names of two pupils. Guide volunteers to say they are not doing the action shown.

T: (showing a "dancing" picture)
(Alice) and (Jane).
P1: (with the teacher's help)
(Alice) isn't dancing and (Jane) isn't either.

WHO'S RUNNING?

Have the boys and girls sit facing each other. As the boys close their eyes, give one of them an action picture, such as "jumping." The girls say, "Ready," then ask the boys to tell who is "jumping." The boys find the pupil holding the picture and say that he is "jumping." Guide them to give a short answer too.

T: (giving a "jumping" picture to a pupil)
G1: Ready!
Who's jumping?
G2: (Paul)'s jumping.
(with the teacher's help)
(He) is.

Introduce setting the table and sweeping the floor during the game. Guide the groups to alternate question-answer exchanges, using familiar activity pictures.

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ESOL-SESD LESSON 62

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LINGUISTIC FOCUS: REVIEW
Who's (sleep)ing?
Is (this, that) (cat) (bark)ing or (meow)ing?
puppy, kitten; fly, drink

LINGUISTIC FOCUS: NEW
(The bird)'s (in, on) the (cage).
fish, animal; swim; fishbowl, cage

MATERIALS
Pairs of bird and fish cutouts, each animal a different color
A paper bird cage and fishbowl
Pictures of a bird (B-1), a cat (B-2), a dog (B-3), a puppy (B-5), a fish (B-31), a kitten
Two paper construction birds mounted on sticks

WHERE'S THE (BIRD)?

Show a picture of a bird in a cage. Ask what is in the cage and guide the response. Then ask, "Where's the (bird)?" and help the pupils reply.

T: What's in the cage?
C: (with the teacher's help)
The bird's in the cage.
T: Where's the bird?
C: (with the teacher's help)
It's in the cage.

Hang a paper "cage" on the board and place a paper bird in it. Using the procedure above, guide the responses, The bird's on the cage, and It's on the cage. Introduce fish and fishbowl in the same manner. Continue with other animals, using the expressions on the floor, and in the basket.

WHO'S (IN) THE (CAGE)?

Hold up two paper birds, each one a different color, and name them "Peter" and "Paul." Place one in the cage and the other on the cage. Guide the pupils to identify the birds and their locations. Then have a volunteer ask about the activity of one of the birds.

T: Who's (in) the (cage)?
C: (Peter)'s (in) the (cage).
P1: Who's (fly)ing?
P2: (Paul)'s (fly)ing.

Continue the activity using the words fish, fishbowl and swim.

ANIMAL KEEPER

Display familiar animal pictures. Guide an "Animal Keeper" to select one and ask a question about it, substituting the word animal for the animal's name. The respondent becomes the new "Animal Keeper."

P1: (holding a picture of a bird)
Is (this) (animal) (fly)ing
or (swimm)ing?
P2: It's (fly)ing.

MOTHER GOOSE

Recite the poem below, using bird cutouts mounted on sticks to illustrate the appropriate movements. Then choose two pupils to handle the birds as the class repeats the poem after you and use their hands to make imitative motions.

Two little dicky birds
Sat on a wall.
One named Peter,
The other named Paul.
Fly away Peter!
Fly away Paul!
Come back Peter,
Come back Paul.

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ESOL-SESD LESSON 63

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LINGUISTIC FOCUS: REVIEW
(The bird)'s (in, on) the (cage).
fish, animal; swim; fishbowl, cage

LINGUISTIC FOCUS: NEW
Where's (the fish)?
Here I am.
cow, duck; moo, bow-wow, quack

MATERIALS

Pictures of a bird (B-1), a cat (B-2), a dog (B-3), a puppy (B-5), a kitten, a cow (B-10), a duck (B-12), a fish (B-31)
A paper construction bird cage
A paper construction fishbowl shape, with saran wrap covering one side of it

---

HERE I AM!

As the class close their eyes, tell five pupils to hide. Then ask each of them where they are. The pupils step into view, one at a time, saying, "Here I am!"

T: Where are you, (Annie)?
P1: (stepping into view)
Here I am!

WHERE'S (THE BIRD)?

As two teams face each other, ask a Team 1 pupil to put a fish in a fishbowl. Guide his team to ask Team 2 where the fish is. Then Team 2 asks what the fish is doing. After Team 1 responds, a Team 2 pupil continues the activity by placing another familiar animal elsewhere. Introduce duck and cow, and use expressions, such as on the desk, in the cage, etc.

T1: (after a fish is put into a fishbowl)
Where's the fish?
T2: It's in the fishbowl.
What's the fish doing?
T1: It's swimming.

ANIMAL TALK

Show a picture of an animal and one of an object. Make the appropriate animal sound, and elicit that the animal is "talking." Ask volunteers to show other pictures and question individuals.

T: (showing a duck and a cage)
Which one's quacking?
C: (with the teacher's help)
The animal's quacking.

MORE ANIMAL TALK

Put the animal pictures along the chalk ledge. Ask a pupil to make an animal sound and call on a volunteer to select the appropriate picture. Continue until all the pictures have been used. Give help with the new animal sounds.

P1: Moo-moo.
P2: (showing a picture of a cow)
It's a cow. Moo-moo.

OLD MACDONALD HAD A FARM

Teach Old MacDonald, using animal pictures. In each verse repeat the sounds made in preceding ones. The vowels AEIOU can be used instead of EIEIO, introducing the written symbols at the same time.

Old MacDonald had a farm, EIEIO.
And on his farm he had a duck, EIEIO.
With a quack-quack here, and a
quack-quack there,
Here a quack, there a quack, everywhere a quack-quack.
Old MacDonald had a farm, EIEIO.

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ESOL-SESD LESSON 64

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
Where's (the bird)?
It's (in) the (cage).
Here I am.
cow, duck; moo, bow-wow, quack

LINGUISTIC FOCUS: NEW
Where are you, (Joe)?
Put the (duck) (on) the (floor).
in front of, in back of
farm, barn; pig; oink

MATERIALS
Pictures of a bird (B-1), a cat (B-2), a dog (B-3), a kitten, a puppy (B-5), a cow (B-10), a duck (B-12), a pig (B-19), a fish (B-31)
A picture of a farm
A picture of a barn (M-27)
A paper construction fishbowl (see Lesson 47)

OLD MACDONALD HAD A FARM

Sing Old MacDonald with the class as a pupil points to each animal. Introduce pig and oink in a new verse. Repeat the animal sounds, quack-quack, moo-moo, bow-wow, meow-meow, peep-peep, made in the preceding verses.

THINK AND DO

Give a pupil an animal and tell him where to put it. Guide the class to repeat the direction, then ask where it is. Guide the response. Continue with individuals giving directions, such as Put the fish in the fishbowl, etc.

T: Put the (pig) on the (farm).
C: Put the (pig) on the (farm).
(after the animal is placed)
Where's the (pig)?
P1: It's on the (farm).

IN FRONT OF - IN BACK OF

Place a picture of a barn on the chalk ledge. Slide a picture of an animal partially behind it. Then ask where the animal is, guiding the response.

T: Where's (the pig)?
C: (with the teacher's help)
It's (in back of) the barn.

Continue, placing the (pig) in front of the barn and guiding the new response, It's in front of the barn. Have pupils place other animals in front of or in back of the barn and ask where they are.

WHERE ARE YOU (JOE)?

As the class close their eyes and count to ten, have a pupil hide. Help the class ask, "Where are you, (Joe)?" As the pupil appears, he says, "Here I am!" Continue with groups and individuals questioning.

WHERE IS THUMBKIN?

Teach the finger play below to the tune of Are You Sleeping? Repeat each verse, using appropriate motions, with the thumb, pointer, tallman, ringman, and littleman.

Where is Thumbkin? (hands behind
Where is Thumbkin? your back)
Here I am! (bring out right thumb)
Here I am! (bring out left thumb)

How are you this morning?
(wiggle right thumb)
How are you this morning?
(wiggle left thumb)
Run and hide. (hide right thumb
Run and hide. then left thumb
behind back)

BILINGUAL
CURRICULUM
DEVELOPMENT

ESOL-SESD LESSON 65

To Support Language Arts Programs in Teaching English
to Speakers of Other Languages
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LINGUISTIC FOCUS: REVIEW
Where are you, (Joe)?
Put the (cow) (in) the (barn).
It's (on) the (farm).
in front of, in back of
farm, barn; pig

LINGUISTIC FOCUS: NEW
Is (the pig) (in) the (barn) or (on) the (barn)?
(Here, There) (he, she) is.
(He)'s (in front of) (Sue).
horse, donkey; tree; under

MATERIALS
Pictures of a cat (B-2), a dog (B-3), a cow (B-10), a duck (B-12), a horse (B-16), a pig (B-19), a barn (M-27)
A flannel board
Felt silhouettes of a tree, a horse, a donkey, a duck, a pig, a cow, a dog, a cat

---

ANSWER ME

Choose four players, each of whom will tap a pupil. As the tapped pupils hide, the four players close their eyes. Then the players open their eyes and, one at a time, each looks for the pupil he tapped, asking where he is. The hiding pupil should give a clue by softly saying, "Here I am."

P1: Where are you, (Sue)?
P2: (softly giving a clue)
Here I am.
T: (when the pupil is found)
Where is (Sue)?
P1: (with the teacher's help)
Here (she) is.
C: (with the teacher's help)
There (she) is.

KINDERGARTEN LINE-UP

Have a pupil stand in back of another. Ask where he is and guide the response. Ask others to stand in front of or in back of a pupil. Help groups and individuals tell their location.

T: Where is (Raymond)?
C: (with the teacher's help)
(He)'s (in back of) (Sue).

FOLLOWING DIRECTIONS

Have a leader give a direction, then ask a volunteer to do it. Guide the class and groups to question the volunteer. Continue with other leaders giving directions including expressions, such as on the farm, in back of, etc.

P1: Put the (pig) (in front of) the (barn).
P2: (carries out the direction)
C: (with the teacher's help)
Is the (pig) (in front of) the (barn) or (in back of) the (barn)?
P2: It's (in front of) the (barn).

UNDER

Using the flannel board, place a horse silhouette under a tree. Ask where it is, and guide the response. Introduce donkey in the same way. Then have individuals put animals under the tree and call on groups and volunteers to respond.

T: Where's the (horse)?
C: (with the teacher's help)
It's under the tree.

BILINGUAL
CURRICULUM
DEVELOPMENT

ESOL-SESD LESSON 66

To Support Language Arts Programs in Teaching English
to Speakers of Other Languages
and in Teaching Standard English as a Second Dialect

LINGUISTIC FOCUS: REVIEW

Is (the pig) (in) the (barn) or
(on) the (barn)?
(Here, There) (he) is.
(He)'s (in front of) (Sue).
horse, donkey; tree; under

LINGUISTIC FOCUS: NEW

It's between (the tree) and
(the barn).
beside

MATERIALS

The hand puppet, Flick
Pictures or felt silhouettes of a bird (B-1), a cat (B-2), a dog (B-3), a cow (B-10), a donkey (B-11), a duck (B-12), a horse (B-16), a pig (B-19), a barn (M-27), a farm, a tree (M-34)
A flannel board

SHOW ME

Display pictures of familiar animals. Have Flick say he would like the class to show him where various animals, objects and pupils are. Guide the responding pupils to ask the next question.

F1: Where is (the horse), (Joe)?
P1: (pointing to the horse)
There it is.
(Betty), where is (Susan)?
P2: (tapping Susan)
Here (she) is.

1 - 2 - 3, STOP!

Have five pupils stand. Before the class finishes saying, "1-2-3, stop," the pupils must be lined up. Choose a volunteer to ask about the location of someone in line.

C: (as the pupils line up)
1-2-3-stop!
P1: Is (Bill) (in front of) or
(in back of) (Jimmy)?
P2: (He)'s (in back of) (Jimmy).

BETWEEN - BESIDE

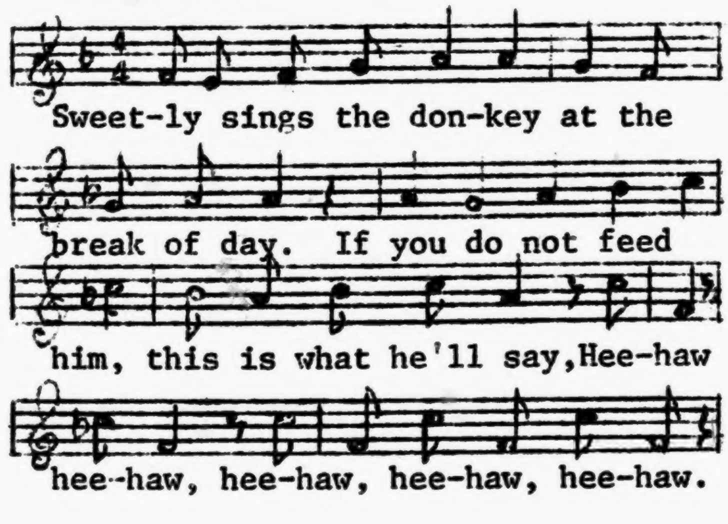
At the flannel board, demonstrate the meaning of between by placing an animal between a tree and a barn. Guide the class to tell the location of the animal as you point to the tree and barn. Then guide a leader to tell a pupil to put an animal between two other animals. The class questions the pupil about the first animal's location.

P1: (with the teacher's help)
Put the (horse) between the
(pig) and the (cow).
C: Where's the (horse)?
P2: It's between the (pig) and
the (cow).

Continue, using animals, familiar objects, and pupils. Introduce and develop beside in the same manner.

THE DONKEY

Show a picture of a donkey. Sing the following song alone and then with the class.


Sweet-ly sings the don-key at the
break of day. If you do not feed
him, this is what he'll say, Hee-haw
hee-haw, hee-haw, hee-haw, hee-haw.

BILINGUAL
CURRICULUM
DEVELOPMENT

ESOL-SESD LESSON 67

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
Where's the (top) (of the box)?
beside, between...and...

LINGUISTIC FOCUS: NEW
Where is (Sue) (sitt)ing?
(She)'s (sitt)ing (beside) (me).
top, bottom; box, bag

MATERIALS
Pictures of a lamb (B-17), a sheep (B-21), a chick and other familiar animals
A box; various bags
Boxes of different shapes and sizes, gift wrapped

BESIDE

Choose two pupils to sit or stand together. Help the boys ask the girls the location of both pupils.

G1: (as two pupils sit together)
Where is (Sue) sitting?
G2: (She)'s sitting beside (Ann).
G1: Where is (Ann) sitting?
G2: (She)'s sitting beside (Sue).

Have the class ask each pupil where he is sitting. Choose two new pupils, and guide the groups to alternate question-answer exchanges.

C: Where are you sitting, (Sue)?
P1: I'm sitting beside (Ann).
C: Where is (Ann) sitting, (Sue)?
P1: (She)'s sitting beside me.

BETWEEN

Have the class sit in a circle. Guide them to ask a pupil where he is sitting. After responding, he asks the class where the pupil on his right is sitting. Continue around the circle in this way.

C: Where are you sitting, (Al)?
P1: I'm sitting between (Carol) and (Rose).
(referring to the pupil on his right)
Where is (Carol) sitting?
C: (She)'s sitting between (Al) and (Rudy).

TOP - BOTTOM

Touch the top of a box, guiding the class, groups and individuals to name the part. Present bottom in the same way. Then have groups ask pupils to identify top and bottom.

T: (touching the top of the box)
Here's the top of the box.
C: There's the top of the box.
G1: Where's the top of the box?
P1: (touching the top of the box)
Here's the top of the box.

Gift wrap boxes of different sizes and shapes. Show bags of various sizes also. Place some upright and some on their side. Guide the class to ask pupils to find the top and bottom of each "gift" and bag, using the verbal patterns above.

BABY ANIMALS

Teach the poem below, using animal pictures. When the class knows chick, sheep and lamb, distribute the pictures. The pupils stand when their animal is named.

The baby DOG is a PUP, PUP, PUP,
the baby HEN is a CHICK!
The baby HORSE is a COLT, COLT,
COLT, the baby CAT is a KITTEN!
The baby SHEEP is a LAMB, LAMB
LAMB, the baby COW is a CALF!
The baby PIG is just a little PIG,
Oh, how he makes me laugh!

BILINGUAL
CURRICULUM
DEVELOPMENT

ESOL-SESD LESSON 68

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: NEW
(Ed) and (Bill) are (talk)ing.
all of, some of with nouns
talk, listen
meow, moo, oink, quack as verbs

MATERIALS
The hand puppets, Flick and Flock
Pictures of cats, dogs, cows, birds and pigs

TALK! TALK! TALK!

Ask two boys to sit apart from the class and talk to each other. Have the class repeat after Flick what they are doing. Then Flock models the same structure, substituting the boys for their names.

FLI: (Ed) and (Bill) are talking.
C: (Ed) and (Bill) are talking.
FLO: The (boys) are talking.
C: The (boys) are talking.

Continue with new players, asking groups and individuals to state the action. If pupils are shy to talk, ask them to count to each other.

TALKING AND LISTENING

Have two boys talk to each other as two girls sit near them and pretend to listen. Guide groups to tell what the boys and girls are doing. Continue with other players.

G1: The boys are talking.
G2: The girls are listening.

ARE YOU LISTENING?

Have the class first listen as you sing, then repeat what you expect them to imitate, such as clapping twice, whistling, etc.

T: (to the tune of Frère Jacques)
Are you listening?
Are you listening?
(Quack, quack, quack).
C: (Quack, quack, quack).

ALL OF - SOME OF

Have the boys sit in a line opposite the girls. Tell all the boys to talk softly. Help the class and groups repeat after you that all of them are talking.

T: All of the boys are talking.
Who's talking?
G1: All of the boys are talking.

Repeat the above with the girls. Then call the names of a few boys and ask them to talk. Guide the class and groups to say that some of the boys are talking.

T: Who's talking?
C: (with the teacher's help)
Some of the boys are talking.

Continue, referring to the boys and girls sitting, listening, etc.

ANIMAL TALK

Show pictures of cats, dogs, birds, cows, pigs, and point to groups of boys and girls. Demonstrate for the pupils the pattern you want to elicit from them by giving two clues - indicating the animal and what he says.

T: (showing cats and saying, "Meow.")
The cats are meowing.
C: The cats are meowing.
T: (showing cows and saying, "Moo.")
C: (with the teacher's help)
The cows are mooing.

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ESOL-SESD LESSON 69

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
(Ed) and (Bill) are (talk)ing.
all of, some of with nouns
talk, listen, bark
meow, moo, oink, quack as verbs

LINGUISTIC FOCUS: NEW
What are (all of, some of) the
(boy)s doing?
paste, ride; teacher

MATERIALS
A picture of swimming
A wagon
Pictures of animals, such as dogs, pigs, cows, etc.
Paste
Construction paper

TAP THE "TALKERS"

As the class sits in a circle, a leader taps two pupils who must talk. The leader tells who is talking, then calls on another leader to continue the game.

P1: (tapping two pupils who begin to talk)
(Nan) and (Sue) are talking.

TEACHER - BOYS - GIRLS

Ask a volunteer to be the teacher. Guide him to greet or talk to the class. Help the class, groups and individuals say who is talking. Then elicit that the boys and the girls are listening. The boys and girls also take turns talking.

P1: (Good morning), boys and girls.
C: (with the teacher's help)
The teacher is talking.
G1: What are the (girl)s doing?
G2: The (girl)s are listening.

ALL OF - SOME OF

Have the boys lie on the floor, using their arms and legs in a swimming motion propelling themselves forward to a given point. Elicit from the girls, that all of the boys are "swimming." Then have several boys "swim" back to the starting point. Elicit that some of the boys are "swimming."

T: (as all of the boys swim)
Who's swimming?
G1: (with the teacher's help)
All of the boys are swimming.

Use other action verbs. Introduce ride (using a wagon), and paste, with the expressions some of and all of. Guide groups to alternate question and answer exchanges.

PASTE AND STICK

Guide pupils to hold and press down when they paste and say the following rhyme.

One, two, three,
Stick for me!

ANIMAL NOISES

Choose a "farmer" to sit in the center of a circle and pretend to be very sleepy. When he falls asleep, his animals wake him up with their barking, etc. Each time he is awakened, he must tell what the animals are doing. Continue the game with other farmers.

C: (viewing a picture of dogs)
Woof! Woof!
P1: The dogs are barking.

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ESOL-SESD LESSON 70

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
questions with What are
paste, ride; teacher
and connecting sentences

LINGUISTIC FOCUS: NEW
(They're) (play)ing (tag).
playing (ball, house, tag, store)
jumping rope; high low; both

MATERIALS
A large ball
A wagon
Two jump ropes
A corner for "playing house"
A corner for "playing store"

QUESTION AND ANSWER

Call on two pupils and tell them to pantomime swimming. Guide Group 1 to ask Group 2 about the pair's activity. Then ask the two pupils to say what they are doing.

G1: What are (Ed) and (Joe) doing?
G2: (with the teacher's help) They're swimming.
T: What are you doing?
P1& (with the teacher's help)
P2: We're swimming.

Continue, eliciting the response They're (rid)ing, using questions such as What are the girls doing?, What are all of the boys doing?, etc.

BOTH

Have pairs of pupils paste, ride, "swim," talk, etc., as a leader asks the class to describe their actions. Guide the responses.

P1: What are (Ann) and (Sue) doing?
C: They're both (swimm)ing.

Continue, choosing two pupils at a time. Guide a leader to give a different directive to each member of the pair. Then elicit that they are not both doing the same thing.

T: Are both (girl)s (hopp)ing?
G1: No, they're not.
T: What are they doing?
G2: (Mary)'s (hopp)ing and (Sue)'s (skipp)ing.

PLAYING (BALL, HOUSE, TAG, STORE)

As two pupils play catch, guide one group to ask another about the action. Have the class elicit from the players what they are doing.

G1: (pointing to the players) What are (Ed) and (Al) doing?
G2: (with the teacher's help) They're playing ball.
T: What are you playing, (Ed)?
P1: I'm playing ball.

Continue choosing pupils to demonstrate playing house, playing tag and playing store using the structures above. Introduce and develop jumping rope in the same manner.

HIGH - LOW

To teach the concepts high and low, guide the class to say and pantomime the verse below.

Stretch and stretch way up high,
On your tiptoes, touch the sky.
Show me how you bend so low,
Let me see you touch your toe.

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CURRICULUM
DEVELOPMENT

ESOL-SESD LESSON 71

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
(I'm, They're, We're) (both) (play)ing (ball).
playing (ball, house, tag, store)
jumping rope; high, low

LINGUISTIC FOCUS: NEW
questions with What are and Are
man, men, woman, women
paint, drive, write

MATERIALS
Pictures of adults involved in activities, such as telephoning (A-15), writing (A-17), driving (A-18), painting (A-24)
A large ball; a jump rope
A corner for "playing house"
A corner for "playing store"
Four construction paper birds, each attached to a straw

MEN - WOMEN

Display pictures of men and women painting, driving, writing and talking. Point to the women talking, and guide one group to ask another what they are doing.

G1: (with the teacher's help)
What are both women doing?
G2: They're both talking.
G1: Are both women talking?
G2: Yes, they are.

After a few examples of adults engaged in similar activities, show a man and a woman involved in different activities, such as a man painting and a woman writing.

P1: (with the teacher's help)
What are they doing?
P2: The man's (painting) and the woman's (writing).

AT PLAY

Guide one leader at a time to give directions, such as play tag, etc., to two or more pupils. Then have him call on one pupil, then the group to say what they are doing.

P1: (Play house), (Mary), (Ann), (Joe) and (Bill).
(as the children are playing)
What are you doing, (Bill)?
P2: I'm (playing house).
P1: (referring to all the players)
What are you playing?
G: We're (playing house).

RHYME TIME

Teach the following verse. Use four construction paper birds, each attached to a straw, to emphasize the concepts high and low. As the class repeats the verse, choose two pupils to manipulate the birds.

Four little birds are flying
in the sky,
Two are low and two are high,
One little bird sits in a tree.
Now up in the sky there are
only three.

HIGH - LOW

Play a high note, then a low note on the piano. Elicit from the class which is the high note and which is the low note, guiding them to say, "It's (high)." Continue at the piano, guiding the pupils to stretch when they hear high notes and squat when they hear low notes. Tell the pupils to slowly stand from a squatting position as you go up the scale, then return gradually to a squat as you go down the scale.

BILINGUAL
CURRICULUM
DEVELOPMENT

ESOL-SESD LESSON 72

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
questions with What are and Are
These are (animals).

LINGUISTIC FOCUS: NEW
Find the (animals).
These do because they're (fruit).
room

MATERIALS
Several pictures each of boys, girls, men, women, animals, fruit

---

WHAT ARE (ED) AND (AL) DOING?

Divide the class into two groups. Choose a pair of pupils and direct them to go out of the room. Guide Group 1 to ask Group 2 what the pair is doing. Guide the response. Then tell the pupils to come into the room, and guide a similar question-answer exchange between the two groups. Continue with other pairs of pupils.

T: (addressing two boys)
Go out of the room.
G1: What are (Ed) and (Al) doing?
G2: (with the teacher's help)
They're going out of the room.

Vary the activity with questions such as What are you doing?, Are (all of) the (boys) going out of the room?, and Are both (girls) coming into the room?

OPPOSITES

Make a statement, such as It's a big dog. Guide the class with pictures or gestures to make an opposite statement, It's a little dog. Continue with simple sentences using adjectives, such as fat-thin, long-short, right-left, fast-slow, tall-short. Also elicit opposites of familiar expressions of place and direction, such as in-on, in back of-in front of, forward-backward, into-out of.

WHY?

Hold up three pictures, two of which belong to the same category and one which does not. Ask which go together, and why. Continue with sets of three pictures, including each time a picture that does not belong.

T: (showing pictures of a girl, a banana and a pear)
Which ones go together?
P1: (pointing to the fruit and with the teacher's help)
These do because they're fruit.
T: (pointing to the girl)
Is this a fruit?
P1: No, it's not. It's a girl.

FIND THE (ANIMALS)!

Place in random order on the chalk ledge, a few pictures each of men women, boys, girls, animals, and fruit. Guide the class to ask pupils, one at a time, to find the children, the men, the women, the animals and the fruit. After a pupil selects his category, he shows his pictures and classifies them.

C: (with the teacher's help)
Find the (animals), (Linda).
P1: (selecting and showing her pictures)
These are (animals).

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ESOL-SESD LESSON 73

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
questions with What (is, are)
and (Is, Are)
man, men, woman, women
paint, drive, write

LINGUISTIC FOCUS: NEW
statements and directives with
pick it up, carry and put it
down
truck, house

MATERIALS
Familiar objects, such as a crayon, a pencil, a book, a ball, etc.
Pictures of adults involved in activities, such as talking (A-15), writing (A-17), driving (A-13), painting (A-24)
A pin

PICK UP - PUT DOWN - CARRY

Guide the class to give directives to individuals and pairs of pupils to pick up familiar objects. As the action is being performed, have groups ask each other what the pupils are doing. Guide the responses.

C: (with the teacher's help)
Pick up the (book), (Julie).
G1: What's (Julie) doing?
G2: (with the teacher's help)
(She)'s picking up the (book).

Follow the same procedure to develop carry and put it down.

C: (with the teacher's help)
Carry the (ball), (Matthew).
G1: What's (Matthew) carrying?
G2: (He)'s carrying the (ball).
C: (with the teacher's help)
Put it down, (Matthew).

WHAT DO YOU SEE?

Call on pupils, one at a time, and help them demonstrate picking up, carrying and putting down of specific objects. Ask the class if the pupil is doing one of the activities above. Guide the responses, Yes, (he) is, No, (he)'s not, and (He)'s (pick)ing it (up).

T: Is (Sue) carrying the (box)?
C: (with the teacher's help)
No, (she)'s not.
(She)'s (pick)ing it (up).

BUSY PEOPLE

Show one man, then two men, painting a house. Have a leader ask what they are doing. Guide the responses.

P1: What's the man doing?
P2: (with the teacher's help)
He's painting the house.
P1: (showing two men painting)
What are both men painting?
P2: They're painting the house.
P1: Are both men painting the house?
P2: Yes, they are.

Introduce driving a truck in the same manner. Review woman, women and write.

SEE A PIN

Using a pin, demonstrate the rhyme below. Guide the class to repeat. Discuss the bad luck that might occur if a pin is not picked up (stepping on it, etc.).

See a pin and pick it up,
All the day you'll have good luck.
See a pin and let it lay,
Bad luck you'll have all the day.

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DEVELOPMENT

ESOL-SESD LESSON 74

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
statements and directives using pick it up, carry and put it down; truck, house

LINGUISTIC FOCUS: NEW
directives and expressions of place with above and below
cars; line

MATERIALS
- Toy cars and trucks
- Familiar classroom objects
- A flannel board
- Felt silhouettes of familiar animals
- Chalk

TELL WHAT YOU SEE

Have the class seated in a circle with cars and familiar objects in the center. Call on three pupils at a time and whisper a direction to each to pick up, carry and put down one of the objects. As they do so, say, "Stop!" and have them "freeze." Guide a leader to ask individuals what each is doing.

P1: (with the teacher's help)
What's (Olga) doing?
P2: (She)'s carrying the (truck).

TWO LEADERS

Have the pupils remain in a circle. Choose two leaders. The first one calls on a pupil or a pair of pupils to pick up, carry or put down one of the familiar objects, calling it by name. The other leader repeats the direction, substituting it for the name of the object.

P1: (Tom), pick up the (truck).
P2: (with the teacher's help)
(Tom), pick it up.

ABOVE THE LINE

Place a "line" of a contrasting color across the middle of the flannel board, parallel to the floor. Display sets of felt animal silhouettes, such as ducks, cats, etc. Have a leader choose volunteers, one at a time, to put certain animals above or below the "line" and state their location.

P1: (with the teacher's help)
(Tom), put the (duck)s (above) the line.
P2: (after completing the action)
The (duck)s are (above) the line.

ABOVE - BELOW

Have the class sit facing a horizontal chalk line drawn on the floor. Have toy cars and trucks nearby. Guide Group 1 to direct one pupil at a time to put all of the cars above the line. Help Group 2 tell where the cars are. Now, Group 2 directs pupils to put all of the cars below the line, and Group 1 describes their location. Continue similar group exchanges, contrasting above and below.

G1: (Sam), put all of the cars (above) the line.
G2: (after the cars are placed, and with the teacher's help)
All of the cars are above the line.

Continue in the same manner with the toy trucks. Guide similar exchanges between groups and individuals as well.

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ESOL-SESD LESSON 75

To Support Language Arts Programs in Teaching English
to Speakers of Other Languages
and in Teaching Standard English as a Second Dialect

LINGUISTIC FOCUS: REVIEW
directives and expressions of place with above and below
cars; line

LINGUISTIC FOCUS: NEW
in the (park, yard, house)
in school; circle, triangle
Put it away.

MATERIALS
Small groups of familiar objects, such as cars, trucks, etc.
A flannel board
Felt circle and triangle silhouettes

(HERE, THERE) THEY ARE.

Put out small groups of familiar objects. Guide the class to ask a pupil where one group of objects is. Guide the response, as he points or touches what he is referring to. He may choose the next player.

C: Where are the (truck)s?
P1: (pointing to the trucks)
There they are.

PUT AWAY

Call on volunteers, one at a time, who will put away familiar objects. Guide one group to give the directive, specifying the object by name, and another group to reinforce the directive, substituting it for the name of the object.

G1: (Jimmy), put away (a truck).
G2: (with the teacher's help)
Put it away, (Jimmy).

WHERE IS (WALLY) (PLAY)ING?

Show a picture of a boy, "Wally," playing. Display pictures of a park, a house, a yard and a school. Tell the class to pretend that "Wally" plays in many places. As a volunteer is called to take a picture and show it, ask groups and individuals where "Wally" is playing. Guide the response.

T: Where's (Wally) (play)ing?
G1: (with the teacher's help)
He's (play)ing (in the park).

ABOVE - BELOW

Place a "line" of a contrasting color across the middle of the flannel board, parallel to the floor. Display small sets of felt circle and triangle silhouettes. Guide a leader to ask one pupil at a time to put a particular set of shapes above or below the line, then tell its location. Continue the activity using directives with the expressions some of and all of.

P1: (Bob), put the (circle)s (below) the line.
P2: (after completing the action)
The (circle)s are (below) the line.

DRAW A (CIRCLE).

Guide the class to recite and pantomime the following poem.

Round and round and round
and round,
Draw a circle, draw a circle,
Round and round.

Corners three, corners three,
Draw a triangle, draw a
triangle,
Corners three.

BILINGUAL
CURRICULUM
DEVELOPMENT

ESOL-SESD LESSON 76

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LINGUISTIC FOCUS: REVIEW
in the (park, yard, house)
in school; circle, triangle
Put it away.

LINGUISTIC FOCUS: NEW
questions beginning with Where are and Where's
on the playground; square
pre-noun adjectives

MATERIALS
Toys, such as a ball, a jump rope, etc.
Pictures of a park, a yard, a playground, a house, a school
A flannel board
Felt circle, square and triangle silhouettes of various colors and sizes

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TELL US WHERE

Put out toys and display pictures of a park, a yard, a school and a house. Ask one pupil at a time to select a toy, then a picture to show where he is "playing." Guide groups to ask each other where the pupil is "playing." Introduce on the playground during the activity.

G1: (with the teacher's help)
Where is (Jeff) playing?
G2: (as Jeff holds a ball and a picture of a park)
(He)'s playing in the park.

HOW ABOUT YOU?

Place face down pictures of a park, a yard, a house, a school and a playground. Guide a pupil to take a picture as another asks him where he is "playing."

P1: Where are you playing, (Mark)?
P2: (showing a picture of a yard)
I'm playing in the yard.

PUT AWAY

Put crayons of assorted colors and a box in the center of a circle. Show a color card to a girl to indicate the crayon she is to put away (in the box). Guide the girls to give her the directive, which is repeated by the boys, who substitute it for crayon. Have boys and girls alternate turns.

G1: Put a (red) crayon away, (Ann).
G2: Put it away, (Ann).

SHOW US

Place circles and triangles on the flannel board. Guide the class to ask where the shapes are. Pupils' responses begin with Here and There.

C: (with the teacher's help)
Where are the (circle)s?
P1: (pointing to them)
There they are.

Introduce square. Then use sets of shapes of various colors and sizes. Guide groups and individuals to ask where specific shapes are.

G1: (with the teacher's help)
Where are the (red) (circle)s?
P1: (going to stand near them)
Here they are.

REPEAT THE SEQUENCE

Place a sequence of shapes on the flannel board, such as ○ △ □. Directly under it, duplicate the sequence, omitting the last shape. Ask, "What's missing?" Have a volunteer respond, "A (square)" and supply the missing shape.

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LINGUISTIC FOCUS: REVIEW
questions beginning with Where are and Where's
on the playground; square
pre-noun adjectives

LINGUISTIC FOCUS: NEW
Here we are.
place expressions with by, over
airplanes; mountains, clouds

MATERIALS
- Pictures of mountains, clouds
- Pictures of a playground, a park, a yard, a house, a school
- Construction paper airplanes attached to straws
- Familiar objects, such as cars, trucks, etc.
- Pictures of familiar animals

OVER

With paper airplanes attached to straws, illustrate flying over mountains and clouds. Also use other pictures of places over which planes can fly, such as a house, etc. Guide groups to question each other about the planes.

G1: Where are the airplanes flying?
G2: The airplanes are flying over the (cloud)s.

WHERE?

Place face down pictures of a park, a yard, a playground, a school and a house. Ask a pupil to tell where he is "playing." Then he must pick up a picture to see if it matches his statement. If it doesn't match, he must say he is playing where the picture indicates. Then a leader asks the class to repeat where the pupil is "playing."

P1: I'm playing in the yard.
C: (Pupil 1 picks up a picture of a park) No.
P1: I'm playing in the park.
P2: Where's (Henry) playing?
C: (He)'s playing in the park.

CIRCLES - SQUARES - TRIANGLES

Place cards in the center of a seated circle. On each card is drawn a set of triangles, circles or squares in a particular color. Help a leader ask where specific shapes are. A volunteer finds the correct card, then becomes leader.

P1: Where are the (red) (squares)?
P2: (picking up the correct card) Here they are.

BY

While the class close their eyes, have four players each place a different color object by another object. After the players say, "Ready!," each tells the color of his object to a pupil. Guide the pupils to tell where the objects are. Choose four new players.

P1: (Elaine). (Red).
P2: The (red car)'s by the (door).

HERE WE ARE!

Have small groups stand in a circle, each pupil pretending to be the animal shown in the picture held by his group. Call out the name of an animal. The appropriate group tells where they are.

T: (Duck)s, where are you?
G1: (facing the class and holding up their pictures) Here we are!

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LINGUISTIC FOCUS: REVIEW
Here we are.
place expressions with by, over
Where (are) (you) (sitt)ing?
airplane; mountain, clouds

LINGUISTIC FOCUS: NEW
water; bridge, helicopter

MATERIALS
Pictures of mountains, clouds, water, animals and fruit
Construction paper birds, airplanes and helicopters, each attached to a straw
Familiar objects, such as cars, trucks, etc.

OVER

Display pictures of mountains, clouds, a bridge, a school, etc. Use paper birds, airplanes and helicopters, each attached to a straw, to reinforce the concept over. Have a pupil select one bird, airplane or helicopter and make it fly over one of the pictures. Guide him to ask a volunteer to tell where the object is flying. Then manipulating two similar objects, he asks again where they are flying.

P1: (moving a helicopter over the clouds)
Where's the helicopter flying?
P2: It's flying over the clouds.
P1: (moving two helicopters over the clouds)
Where are the helicopters flying?
P2: They're flying over the clouds.

WHERE ARE YOU?

Form five groups, each consisting of two pupils. As the class close their eyes, have the groups stand with their backs to the class and quietly tell them what each will represent: boys, girls, colors, animals, fruit, etc. The last three groups hold appropriate pictures. Then guide individuals to ask, "(Colors). Where are you?"

T: (Animals).
P1: (Animals). Where are you?
G1: (turning, holding "animals")
Here we are!

BY

Have a pupil put one object in a specific place, such as by the door, and also put two similar objects in another spot. Guide him to say where the objects are, ask the class their locations, then choose the next player.

P1: (placing a red truck by the door and two blue trucks by the table)
The red truck's by the door.
The blue trucks are by the table.
Where's the red truck?
C: The red truck's by the door.
P1: Where are the blue trucks?
C: The blue trucks are by the table.

WHERE ARE YOU?

Guide a leader to tap a pupil and tell him to stand or sit in a particular place. Then help him ask the pupil where he is standing or sitting. The responding pupil taps the next player.

P1: (Sit) by the (wall), (Ed).
Where are you (sitt)ing?
P2: I'm (sitt)ing by the (wall).

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ESOL-SESD LESSON 79

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LINGUISTIC FOCUS: NEW
Who's (first)?
Draw (one) X (inside) (the first square).
inside, outside; hall
first, second, third

MATERIALS
Various familiar objects, such as chairs, books, crayons, pencils, etc.
Chalk

INSIDE - OUTSIDE

Have a pupil stand inside a circle and another stand outside of it. As a leader asks where each pupil is, guide the class, groups and individuals to reply. Repeat the activity with other pupils.

P1: Where's (Martin)?
C: (He)'s (inside) the circle.
P1: Where's (Isabel)?
C: (She)'s (outside) the circle.

Guide similar question-answer exchanges between two groups, as pupils, one at a time, move from the classroom to the hall.

G1: Where's (Rudy)?
G2: (He)'s inside the room.
G1: (the pupil goes into the hall)
Where's (Rudy) now?
G2: (He)'s outside the room.
(with the teacher's help)
(He)'s in the hall.

DRAW AN X.

Draw two circles on the board. Ask a pupil to draw an X inside one circle. Ask another pupil to draw an X outside the other circle. Elicit each time where the X is: It's (inside, outside) the circle. Continue the activity with squares and triangles.

FIRST - SECOND - THIRD

Have three pupils line up. Help the class say who is first, second and third. While the class close their eyes, the pupils in line switch places. Ask their location again. Continue the practice of first, second and third, using other pupils and familiar objects.

T: (tapping the first pupil)
C: (with the teacher's help)
Who's first?
G1: (Linda)'s first.
T: (tapping the next pupil)
C: Who's second?
G2: (Gregg)'s second.
T: (tapping the third pupil)
C: Who's third?
P1: (Douglas) is third.

JUMP FUN

Draw three squares on the floor with chalk. Help the class count them, "First, second, third." Ask a pupil to draw five X's in the first circle counting, "One, two, etc." Have other pupils draw a different number of X's in the second and third squares. Then call on volunteers to count the X's in the squares and jump as many times as there are X's.

C: (counting the squares)
First, second, third.
C: (with the teacher's help)
(John), draw five X's in the first square.
P1: (counting the X's)
One, two, three, four, five.
(jumps five times)

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ESOL-SESD LESSON 80

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: NEW
statements using have and has
with direct objects
doll, ball

MATERIALS
A large, soft rubber ball
Familiar objects
A large paper bag

HOT POTATO

Have the class stand in a circle. Show them a large ball, and ask them to pretend that it is a "hot potato." Say that no one wants to hold it for very long. The pupil who holds the ball must say, "I have the ball," and then as he throws the ball, have him say, "(He) has the ball." The pupil deisgnated must catch the ball and continue in the same manner. Guide the responses at first.

P1: I have the ball.
(throws the ball to Pupil 2)
(He) has the ball.
P2: I have the ball.
(throws the ball to Pupil 3)
(You) have the ball.

Continue with teams passing the ball back and forth saying, "(We, They) have the ball."

THE (BOY) HAS THE (BALL).

Give a boy a ball and a girl a doll, and guide the class to say, "The boy has the ball," and "The girl has the doll." Continue in this manner with other familiar objects, singular and plural, and with various numbers of pupils. Then guide the class to sing the sentences below to the tune of The Farmer in the Dell.

C: The (boys) have the (ball).
The (boys) have the (ball).
Heigh ho, the derry oh,
The (boys) have the (ball).

MEMORY TIME

Guide a pupil in a standing circle to drop an object into a bag and say, "I have a (pencil)." He must pass the bag to the next pupil, who repeats this sentence, then drops another object into the bag and adds its name to the sentence. Continue in this manner around the circle. When a pupil cannot repeat the sentence correctly, he must hop twice and sit down. The bag is emptied and the game begins again.

P1: (dropping a pen into the bag, and with the teacher's help)
I have a pen.
P2: (adding a book to the bag)
I have a pencil and a book.
P3: (adding a crayon to the bag)
I have a book and a crayon.
(sits down and empties the bag)
P4: (dropping an apple in the bag)
I have an apple.

WE HAVE...THEY HAVE

Divide the class into two teams, standing on opposite sides of the room. Guide Team 1 to tell the name of something they have on their side of the room, then something the other team has.

T1: We have the (windows).
They have the (door).

Continue with the teams taking turns speaking, then individuals speaking for their teams.

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ESOL-SESD LESSON 81

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LINGUISTIC FOCUS: REVIEW
statements using have and has
with direct objects
doll, ball

LINGUISTIC FOCUS: NEW
questions with What do and
What does with have
bicycle, tricycle, wheel

MATERIALS
A doll, a ball, a tricycle, a bicycle, or pictures of these things, including a ball (T-2), a bicycle (U-25), a tricycle (U-32)
Familiar objects

WHAT DO YOU HAVE?

Call on a volunteer to come to the front of the room and put a familiar object behind his back, while the class close their eyes. Guide the class, then groups and individuals, to ask, "What do you have?" The volunteer responds, "I have a (pencil)." Also guide pairs of pupils in such exchanges as What does (she) have? and (She) has a (book).

BICYCLE - TRICYCLE

Show bicycle and tricycle pictures to the class, and elicit the differences (size, number of wheels). Ask pupils, "What (do, does) (you, he, they) have?" Elicit finally that We have tricycles. Tricycles have three wheels.

WHAT DOES (JOHN) HAVE?

Choose a volunteer to be "It" and stand blindfolded in the center of a circle. Call on another pupil to pick up a familiar object and take it into the circle. The volunteer who is "It" must feel the object as you guide the class, then groups of boys and girls, and finally individuals to ask, "What does (John) have?" The blindfolded pupil guesses, "(John) has a (pencil)."

ROUND ROBIN

Have a pupil in a seated circle hold an object and say, "I have a (crayon)." Guide him to ask the next pupil what he has. That pupil gets an object and answers, then continues the game.

P1: (holding a doll)
I have a doll.
What do you have?
P2: (getting a ball)
I have a ball.
What do you have?

I HAVE A BALL.

Choose a volunteer to be "It." He walks around the outside of a seated circle in which each pupil holds something. "It" taps one pupil at a time, saying what the tapped pupil has and what he has. When he wants a pupil to chase him, he says only, "I have a ball!," and tries to reach the pupil's empty place before being caught. If he is caught, he must sit in the middle of the circle. Continue in this manner.

P1: (tapping a pupil)
(She) has a (basket).
I have a (doll).
P1: (tapping another pupil)
I have a ball!
P2: (chases Pupil 1)

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LINGUISTIC FOCUS: REVIEW
questions with What do and
What does with have
bicycle, tricycle, wheel

LINGUISTIC FOCUS: NEW
(We, Jerry) (do, does).
...(in, on) (my, your) (right,
left) hand
puppet, puzzle

MATERIALS
Familiar objects
The hand puppets, Flick and Flock
Puzzles
A bicycle, a tricycle, or pictures of them, such as a bicycle (U-25), a tricycle (U-32)

IN YOUR (RIGHT) HAND

Have a volunteer hide an object in each hand as the class close their eyes. Guide them to open their eyes, and ask the volunteer, "What do you have in your (right) hand?" Guide him to answer, "I have a (pencil)." as he opens his hand for the class to see. Do the same for the left hand, then choose a new volunteer.

WHO HAS FLICK?

Choose individuals to wear the puppets, and ask them what is on their hands. Guide the answer. Then ask the class, "Who has (Flick)?" Guide the response.

T: What do you have on your right hand?
P1: I have Flick on my right hand.
T: Who has Flick?
C: (Jerry) does.

Continue with groups and individuals, using pronouns as well as names. Guide the substitution of puppet(s) in place of Flick and Flock, such as I have the puppet(s) on my hand(s).

WHAT DO I HAVE?

Hold a puzzle behind your back and ask the class, "What do I have?" Call on several individuals to guess, then show the puzzle, and guide the class to say what it is. While the class have their eyes closed, have a volunteer hide a familiar object behind his back, then ask, "What do I have?" He calls on individuals to respond. Then choose another pupil to answer the question Who has the (puppet)? Have different volunteers continue the game.

P1: What do I have?
P2: You have a puppet.
T: Who has the puppet?
P2: (Philip) does.

MR. FORGET

Introduce Flick as Mr. Forget, a puppet who can't remember where he puts things. Have Flick give various toys and familiar objects to individuals and small groups, stopping frequently to ask where things are. Have pupils ask him questions also, to see if he can remember. When Mr. Forget makes a mistake, call on a pupil to correct him.

F: Who has the (bicycle)?
G1: We do. It has two wheels.
P2: What do the (boys) have?
F: The (boys) have the (puzzle)s.

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LINGUISTIC FOCUS: REVIEW
(I, He) (do, does).
...(in, on) (my, your) (right, left) hand
puppet, puzzle

LINGUISTIC FOCUS: NEW
questions with Who plus has
block

MATERIALS
The hand puppets, Flick and Flock
Peanut shells, with their ends cut off and faces drawn on them with ink
Familiar objects
Peanuts in shells, enough for the entire class

CONCENTRATION

As the class close their eyes, have each of several pupils take an object from a group you provide. Have these pupils stand facing the class, with their objects behind their backs. Guide the class, groups and individuals to ask who has each object. The volunteer answering correctly is given the object to hold. If the answer is incorrect, the object is shown and rehidden, and the class tries to remember where it is when the same question is asked again.

C: Who has the (ball)?
P1: (Al) does.
(shows a pen, then rehides it)
C: Who has the (puppet)?
P2: (Juan) does.
(gives the puppet to Pupil 2)

PEANUT PUPPETS

Call on two volunteers, and have each put a peanut shell puppet on one finger. Have them put on a "show" for the class, by having the puppets exchange questions and answers about familiar objects which they are touching.

P1: (wiggling his puppet)
Who has a (desk)?
P2: (pointing with his puppet)
(He) does.

FOLLOW DIRECTIONS

Choose one pupil at a time to take an object or objects to another pupil, following the directives he is given. Guide the class, groups and individuals to ask these pupils questions such as What do you have in your hand?, Who has the ball? and Who has the blocks?

T: Ride the tricycle to (John).
Put the (ball) in your (left) hand.
P1: (follows the directives)
C: Who has the (ball)?
P1: I do.
C: Where do you have the (ball)?
P1: I have the (ball) in my (left) hand.

Give only as many directives as the pupils can manage, gradually increasing them. Choose individuals to give directions also.

WHERE IS THE PEANUT?

With your hands behind your back, ask a pupil which hand the peanut is in. He may eat the peanut when he guesses correctly.

T: (peanut in her right hand)
Where is the peanut?
P1: It's in your left hand.
T: No. Where is the peanut?
P1: It's in your right hand.

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LINGUISTIC FOCUS: REVIEW
questions with Who plus has block; all of
pre-noun modifiers, such as three blue books

LINGUISTIC FOCUS: NEW
half of

MATERIALS
Various familiar objects
A flannel board
Felt silhouettes of fruit

WHO HAS THE BALL?

Choose a pupil to leave the room while another pupil hides under your desk, taking with him one of the objects which you have put on a table. When the pupil returns, he must notice which of the objects is missing, and ask, "Who has the (ball)?" The pupil under the desk answers, "I do," disguising his voice. This exchange may be repeated until the identity of the hidden pupil is guessed correctly.

P1: (noticing the missing book)
Who has the book?
P2: (disguising his voice)
I do.
P1: (John) has the book.
(John emerges)

I HAVE FIVE BOOKS.

Assign number one to a pupil and have him hold one familiar object. Call on four more pupils, assigning each a number through five. Have each hold an appropriate number of objects and line up. Guide groups and individuals to point to a pupil in line, saying what he has. Then guide the pupil in line to repeat what he has. Continue until each pupil has had a turn.

C: (pointing to "number three")
He has three books.
P1: I have three books.

Continue in this way, choosing pairs of pupils, and assigning each pair a number in the line. Use the plural pronouns They and We in the place of He and I.

ALL OR HALF

Use the flannel board and felt fruit to introduce half of and to review all of. Call on pupils to come and divide the fruit among them. Either give one pupil all of the fruit and the other none, or divide a small amount of fruit in half, indicating the one-to-one correspondence. Guide exchanges such as the following.

P1: (pointing)
I have half of the fruit.
P2: (pointing)
I have half of the fruit.

I HAVE THREE BLUE...

Hide several of a familiar object behind your back. Then say an incomplete sentence, such as I have three blue... Call on pupils to finish the statement. Choose individuals to take your place.

T: (hiding three blue books)
I have three blue...
P1: You have three blue (pencils).
T: No.
P2: You have three blue books.
T: Yes.

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ESOL-SESD LESSON 85

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LINGUISTIC FOCUS: REVIEW
half of

LINGUISTIC FOCUS: NEW
Two halves put together make one.
halves

MATERIALS
A felt circle, square, divided in half, each half in a different color
Pictures of familiar objects and people

HALF OF

Have four pupils sit in the middle of a circle. A leader divides the small group in half, and directs one half to stand inside the circle and the other half to stand outside the circle. Then he tells them to skip or hop, etc. Choose other small groups to continue.

P1: (dividing the group of four into groups of two apiece)
This half stand inside the circle, and that half stand outside the circle.
(Skip) around the circle.

AT THE FLANNEL BOARD

With a felt circle and square develop the concept of one half of an object. Use different colors for each half. After a pupil pulls a circle apart and counts the halves, guide the class to say how many halves there are. Elicit the color of each half.

P1: (parting the circle halves)
One, two.
T: How many halves do we have?
C: We have two halves.
T: What color is each half?
P1: (This) half is (blue).
(That) half is (yellow).

Ask a pupil to point to each half as the class counts. Then as he puts the halves together, elicit that two halves make one. Use the same prodecure with a square.

P2: (pointing to each half)
C: One, two.
T: Put the halves together.
P2: (putting the halves together)
T: How many halves do we have?
C: We have two halves.
T: What do two halves put together make?
C: (with the teacher's help)
Two halves put together make one.

CAN YOU CHANGE IT?

Give the class, groups and individuals practice in using adjectives before and separated from the words they modify. Show an appropriate picture with each example.

T: (showing a big bicycle picture)
What is this, (Larry)?
P1: That's a big bicycle.
C: That's a big bicycle.
(with the teacher's help)
That bicycle is big.
G1: That's a big bicycle.
That bicycle is big.

Continue, using familiar words in sentences, such as That's a red tricycle.-That tricycle is red; That's a thin woman.-That woman is thin. When the pupils can do this easily, choose one pupil at a time to select a picture and make statements, such as This is a long pencil.-This pencil is long.

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ESOL-SESD LESSON 86

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LINGUISTIC FOCUS: REVIEW
(I, He) (have, has) (two) (pens).
all of, half of; balloon

LINGUISTIC FOCUS: NEW
questions with How many with
do plus have
toy; play with toys

MATERIALS
Balloons in different colors, tied to strings
A variety of toys
Pictures of toys and familiar objects

HOW MANY TOYS?

Put out several different toys on a table, and classify them as toys. Guide the class to ask, "How many toys do you have?," as various individuals place groups of toys on their desks and answer. Then guide them to say that they play with toys.

C: How many toys do you have?
P1: I have (three) toys.
I play with toys.

Continue the activity, guiding groups and individuals to carry on question-answer exchanges using pronouns, such as He, We and They.

BALLOONS!

Hold a large bunch of balloons and ask volunteers to answer questions about them, such as How many (green) balloons do I have? Divide the balloons among groups of pupils, guiding them to question each other about the balloons held.

G1: How many (orange) balloons do you have?
G2: We have (one) (orange) balloon.

Continue with individual exchanges. Call on a pupil to collect all of the balloons, then two pupils to collect half of the balloons each, as other pupils question them.

RHYME TIME

Pronounce the words half and have, pointing out the difference in the final sounds. Have the class make the /f/ sound and the /v/ sound separately and as part of the words. Then guide them to repeat the pairs below with you, standing if the words rhyme and remaining seated if they do not.

half-calf
have-laugh
half-laugh
have-salve
half-staff
wave-wait

CAN YOU TELL?

Choose a leader to put pictures of toys and other familiar objects along the chalk ledge, to see if the class can tell which are toys. He asks how many toys, or how many (yellow) toys are pictured. The volunteer who answers correctly must follow the leader's directives to get to the front of the room. Then he becomes the new leader.

P1: (after putting pictures up) How many toys do I have?
P2: (deciding which are toys) You have (three) toys.
P1: (Tom), (hop) to the desk.
P2: (hops and continues the game)

BILINGUAL
CURRICULUM
DEVELOPMENT

ESOL-SESD LESSON 87

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
questions with How many plus
do have
balloon, toy

LINGUISTIC FOCUS: NEW
Yes, (I, you, we, they) do.
No, (I, you, we, they) don't.
Give (Al, me) (two toys).
Thank you. You're welcome.

MATERIALS
The hand puppets, Flick and Flock
Balloons in different colors, tied to strings
A variety of toys and familiar objects

DO YOU HAVE PENCILS?

Divide the class into small groups giving one group pens, one group books, etc. Question each group about what they and other groups have, guiding the response.

T: Do you have (pens)?
G1: Yes, we do.
T: (pointing to another group)
Do they have (pens)?
G1: No, they don't.

Then, put the question and answer sequence to the tune of Are You Sleeping. Include the use of the pronouns I, we, they and you, as the appropriate pupil or group holds the objects.

T: Do they have pencils?
Do they have pencils?
P1: No, they don't.
No, they don't.
T: Do they have red toys?
Do they have red toys?
P1: Yes, they do.
Yes, they do.

MANNERS

Demonstrate the use of Thank you. and You're welcome. by having Flick and Flock hand each other toys. Guide the class, groups and individuals to talk for the puppets.

GIVE JOHN TWO TOYS.

Guide groups and individuals to tell Flick what to give Flock. Have a leader whisper a command to a pupil, such as Give John two balls. The class watches as the command is carried out, then volunteers guess what the command was. Be sure Thank you. and You're welcome. are used where appropriate.

P1: (whispering)
Give (him) two balls.
P2: (gives John two balls)
P3: Thank you.
P2: You're welcome.
P4: (guessing)
Give (him) two balloons.
P1: No.
P5: Give (him) two balls.

BALLOON-MAN

As a "balloon-man" walks around the room, pupils may "buy" balloons. Guide the beginning exchanges. Choose a new balloon-man when the balloons are sold.

P1: How many (red) balloons do you have?
P2: I have two (red) balloons.
P1: Give me two (red) balloons.
(he is given the balloons)
Thank you.
P2: You're welcome.

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ESOL-SESD LESSON 88

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LINGUISTIC FOCUS: REVIEW
Yes, (I, we, they, you) do.
No, (I, we, they, you) don't.
Give (Al, me) (two toys).
Thank you. You're welcome.

LINGUISTIC FOCUS: NEW
Do (you, they, we) have (a top)?
Please give (us, them) (a top).
top

MATERIALS
A small ball, a big ball
A top
A blindfold

GIVE THE BALL AWAY

Have the class form a circle. Give a small ball to a pupil and ask him if he has the ball. After he answers, guide the pupil to give the ball to anyone in the circle and question him.

P1: Do you have the ball?
P2: Yes, I do.

YES, I DO.

Blindfold a pupil to stand in the center of a circle as the class passes a small top around behind their backs. When the leader yells, "Stop!," he takes off the blindfold, and asks three pupils if they have the top. If one of them does, he becomes the next leader.

P1: (removing the blindfold and pointing)
Do you have the top?
P2: No, I don't.
P1: (pointing)
Do you have the top?
P3: Yes, I do.

Vary the game by having pairs of pupils pass the top, with both single pupils and pairs repeating the question, using I or we, then answering it.

PLEASE

Discuss the meaning and the use of the word please. Divide the class into two groups, with an open space between them. Using a big ball, guide the leader of one group to ask the other group for the ball, using either Please give us the ball, or Give us the ball. The ball should be bounced to the group only if the leader said, "Please." The leaders may also cross to the other team, point back to their own team, and say, "(Please) give them the ball." When the ball has been exchanged, the old leaders tap new leaders.

I AM A TOP

Show the class a top, telling them what it is, and making it spin. Then have the pupils say the following fingerplay with you, performing the appropriate motions.

I am a top all wound up tight;
(clasp hands tightly together)
I whirl and whirl with all my might;
(make hands whirl around each other fast)
And now the whirls are out of me,
So I will rest as still as can be.

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ESOL-SESD LESSON 89

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LINGUISTIC FOCUS: REVIEW
Do (they, you, we) have (a top)?
Please give (us, them) (the top).

LINGUISTIC FOCUS: NEW
Yes, (he) does. No, (he) doesn't.
pinwheel, point, pointed

MATERIALS
The hand puppet, Flick
Familiar objects
Six-inch squares of drawing paper, pins, pencils
Duplicate picture cards of familiar objects

YES, HE DOES.

Have Flick hold various familiar objects. Ask the class questions about what Flick has and guide them to answer, first as a class, then as groups and individuals.

T: Does he have the (top)?
C: Yes, he does.
T: Does he have the (ball)?
C: No, he doesn't.

Continue choosing pupils to hold objects and guiding answers using both he and she.

POINTS

Indicate various objects in the room, such as pencils, scissors, blocks, etc., asking, "Does it have points?" Guide the class to answer, touching the points if there are any.

T: (indicating a book)
Does it have points?
(indicating the points)
C: Yes, it does.

Guide the class, groups and individuals to add after affirmative answers, as reference is made to each point, "It's pointed."

DO YOU HAVE THE APPLE?

Divide the class into two groups. Shuffle the pack of duplicate picture cards and give each group half. Each group looks at their cards, separating the matched pairs (two pictures of a kind) into a pile. Each leader holds his groups' unmatched cards. The leader of one group must ask the other group for a card he needs to make a pair. The other group repeats the question using we, then the first group asks for the card, and is given it, making a pair. The leader of the other team continues.

P1: Do you have the apple?
G2: Do we have the apple?
G1: Please give us the apple.

PINWHEELS

Guide the class to make pinwheels from a square of paper they have colored. Fold it diagonally in half, then in half again. Unfold and cut along the fold lines within an inch of the center. Fold every other point into the center and staple. Attach the pinwheel to a pencil by pushing a pin through the center. Guide pupils to ask each other about their pinwheels.

P1: How many colors does your pinwheel have?
P2: My pinwheel has two colors. It's red and blue.
P3: How many points does your pinwheel have?
P4: It has four points.

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ESOL-SESD LESSON 90

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LINGUISTIC FOCUS: REVIEW
Yes, (he) does. No, (he) doesn't.
pinwheel, point, pointed

LINGUISTIC FOCUS: NEW
(Does) (he) have (a ball)?
(I) (have, has) (a, the) (bird)
and (a, the) (cage).
jack-in-the-box

MATERIALS
Familiar objects and toys
Pictures of animals and objects
A jack-in-the-box
A large box

DOES HE HAVE A BALL?

As the class close their eyes, ask a pupil to put a familiar object behind his back. Hold up pictures of objects, one at a time, to help the class ask questions about the hidden object. Have a "spy" look at the hidden object and answer. Continue with groups and individuals also questioning.

T: (showing a picture of a ball)
C: Does he have a ball?
P1: No, he doesn't.
T: (showing a picture of a top)
C: Does he have a top?
P1: Yes, he does.

GO TOGETHER

Have a pupil put two things that "go together," such as a pencil and paper, pictures of a bird and a cage, behind his back while the class close their eyes. The pupil must tell one thing he has, then guide groups and individuals to guess what else he has, and add the second object to the sentence. Guide the pupil to show and tell what he has.

P1: I have a bird.
C: You have a bird and a cage.
P1: (showing the pictures and with the teacher's help)
I have a bird and a cage.

JACK-IN-THE-BOX

After showing and demonstrating a jack-in-the-box, teach the class the following rhyme. Release "jack" on the last line.

Jack-in-the-box
Sits so still;
Will you come out?
Yes, I will!

Call on a volunteer to crouch in a large box while the class says the first three lines, substituting the volunteer's name for "jack" (Joe-in-the-box). The volunteer then jumps up, throws his arms out, saying the last line.

JACK-IN-THE-BOX STORE

Have a pupil take several toys into a large box with him and pretend to be a jack-in-the-box storekeeper. Choose small groups and individuals to be shoppers. Guide various exchanges.

P1: Do you have tops?
P2: Yes, I do.
P3: Do they have points?
P2: Yes, they do. They're pointed.
P4: Please give us a top.
P2: (gives them a top)
P4: Thank you.
P2: You're welcome.

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ESOL-SESD LESSON 91

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LINGUISTIC FOCUS: REVIEW
questions with How many with do plus have

LINGUISTIC FOCUS: NEW
corner; straight, crooked

MATERIALS
Four felt strips, each 6" long and 1" wide
Pictures or sketches of a "crooked" house, cat, mouse, man

LINES AND CORNERS

Cut out four felt strips of equal length (6") and width (1"). Arrange the strips or "lines" on the flannel board, making a square. Call on a volunteer to name the shape, then count the number of "lines" it has.

T: (pointing to the square)
What's this?
P1: It's a square.
C: How many lines does it have?
P1: (pointing and counting)
One, two, three, four.
It has four lines.

Count the corners with the class. Guide the boys to ask the girls how many corners the square has.

G1: How many corners does the square have?
G2: The square has four corners.

Take the square apart. Ask a pupil to put it together again and tell a story about it. Follow the same procedure with a triangle.

P1: (arranging the square)
This is a square.
It has four lines.
It has four corners.

STRAIGHT - CROOKED

As you draw a square on the board, elicit that each line is straight. Guide one group to ask another how many straight lines the square has. Repeat, alternating group exchanges.

T: (pointing to each line)
That is a straight line.
C: That is a straight line.
G1: How many straight lines does the square have?
G2: The square has four straight lines.

Draw other squares, each time with one line askew. Guide the class to describe the lines.

T: (indicating a straight line)
Is this a straight line?
P1: Yes, it is.
T: (indicating a crooked line)
Is this a straight line?
P2: No, it's not.
(with the teacher's help)
It's a crooked line.

THERE WAS A CROOKED MAN

Develop the idea of "crooked" further with pictures or drawings of a crooked house, cat, etc. Guide the class to say the rhyme below.

There was a crooked man,
and he went a crooked mile,
He found a crooked sixpence
against a crooked stile;
He bought a crooked cat, which
caught a crooked mouse,
And they all lived together
in a little crooked house.

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ESOL-SESD LESSON 92

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: NEW
(I, He) (play)s every (day).
day, morning, afternoon, night
A.M., P.M.; says; class(es)

MATERIALS
Familiar action pictures of work, play, eating (A-4), etc.
Two roll call books, A.M. printed on one, P.M. on the other

(I, HE) (PLAY)S EVERY (DAY).

Display a day and a night picture, and nearby place face down a pile of familiar action pictures, including a few of sleeping. Choose a pair of pupils. Ask one at a time to take and show a picture to the class. Guide him to say that he performs that action every (day) and that his partner does also. As he responds, point to the appropriate day or night picture. After both pupils have had a turn, they tap two new players.

P1: (showing a picture of play and with the teacher's help) I play every day.
T: (pointing to the day picture)
P1: (referring to his partner) (He) plays every day too.

MORNING - AFTERNOON

Elicit from the class, groups and individuals that there are two kindergarten classes, a morning and an afternoon one.

T: How many kindergarten classes do we have?
C: (with the teacher's help) We have two kindergarten classes. We have a morning kindergarten class and an afternoon kindergarten class.

Then guide groups and individuals to ask each other which kindergarten class they are in. Also ask about pupils in the other class.

G1: Which kindergarten class are you in?
G2: We're in the (morning) kindergarten class.
T: (Barbara Smith).
G1: Which kindergarten class is (Barbara Smith) in?
P1: (She)'s in the (afternoon) kindergarten class.

A.M. - P.M.

Discuss the use of initials on a hanky, a shirt, etc. Guide the class to read the word kindergarten. Print kdg. and help elicit what it means. Then explain that another way to say morning is A.M. Write A.M. on the board and have the class repeat it after you. Show the A.M. roll call book with A.M. written on it, eliciting what it says and means. Develop P.M. in the same manner. Elicit from the class, groups and individuals what class they and others are in.

T: (pointing to A.M. on the roll call book) What does this say?
C: (with the teacher's help) It says A.M.
T: What does A.M. mean?
C: A.M. means morning.
T: Which kindergarten class are you in?
C: We're in the morning kindergarten class.

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ESOL-SESD LESSON 93

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LINGUISTIC FOCUS: REVIEW
(I, He) (play)s every (day).
day, morning, afternoon, night

LINGUISTIC FOCUS: NEW
(Joe) (eat)s (breakfast) every (morning).
breakfast, lunch, dinner; meal

MATERIALS
A picture of day and a picture of night
Activity pictures of drawing, eating (A-4), sleeping (A-43), walking (A-48), etc.
Pictures of breakfast, lunch, dinner

EVERY DAY - EVERY NIGHT

Refer to a day picture if needed as you show a child eating. Say, "(He) eats every day." Then point to one pupil at a time and guide the class, groups and individuals to say that he eats every day.

T: (pointing to a child eating)
C: (with the teacher's help)
(He)'s eating.
(He) eats every day.
T: (Jerry).
C: (Jerry) eats every day.

In the same manner, elicit statements, such as (He)'s sleeping, (He) sleeps every night, and (Al) sleeps every night. Then give one group at a time an activity picture, guiding them to use the pronouns We and They in statements about themselves and another group.

BREAKFAST - LUNCH - DINNER

Show pictures of breakfast, lunch and dinner. Guide the pupils to say that we eat three meals a day. Also help them name the meals.

T: (referring to the pictures)
We eat three meals a day.
How many meals do we eat a day?
C: We eat three meals a day.
T: (pointing to each picture)
Breakfast, lunch and dinner.
C: Breakfast, lunch and dinner.

(HE) EATS (LUNCH) EVERY (DAY).

Near a morning sketch, show a picture of a child eating breakfast. Say that he does every morning. Guide the class, groups and individuals to make similar statements about the picture, themselves and each other.

T: (pointing to a picture of a child eating breakfast)
C: (He)'s eating breakfast.
T: What does (he) do every morning?
G1: (with the teacher's help)
(He) eats breakfast every morning.

Then as one pupil at a time holds up a picture of a meal, have the class say he is eating that meal and that he does every (day). Continue, asking individuals if they play ball, house, store or tag, or jump rope every (day).

FUN WITH FINGERS

Teach the following finger play.

This little boy is ready for bed
(lay forefinger in palm of hand)
Down on the pillow (he) lays (his) head. (thumb acts as pillow)
(He) covers (him)self with a blanket tight (wrap fingers around boy)
And this is the way (he) sleeps all night. (close eyes)

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ESOL-SESD LESSON 94

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LINGUISTIC FOCUS: REVIEW
(Joe) (eat)s (lunch) every (day).
breakfast, lunch, dinner; meal

LINGUISTIC FOCUS: NEW
What (does, do) (Joe, you) do
every (morning)?
get up, get dressed, wash

MATERIALS
Pictures of getting up, getting dressed (A-3), washing (A-49), eating breakfast, lunch, and dinner

---

MORNING ACTIVITIES

Show pictures of a child getting up, washing, getting dressed and eating breakfast. Guide the class to describe his actions and say that he does each every morning. Help groups alternate question-answer exchanges about the pictures.

T: (pointing to a picture)
What's (he) doing?
C: (He)'s (getting up).
(He) (gets up) every morning.
G1: What does (he) do every morning?
G2: (He) (gets up).

As a pupil selects a picture, help Group 1 ask him what he does every morning. Then Group 2 elicits from Group 1 what the pupil does.

P1: (showing a breakfast picture)
G1: What do you do every morning?
P1: I eat breakfast.
G2: What does (Matthew) do every morning?
G1: (He) eats breakfast.

BREAKFAST - LUNCH - DINNER

Have the class identify breakfast, lunch and dinner. Seat three leaders side by side and give each a picture of a meal. Guide the class to elicit from one pupil at a time the name of one of the meals he eats daily. After naming that meal, he sits behind the appropriate leader. Finally, elicit how many meals we eat a day.

C: What do you do every day, (Al)?
P1: I eat (lunch) every day.
(sits behind the lunch leader)
C: We eat three meals a day.
Breakfast, lunch and dinner.

FIND THE ACTIVITY

As two pupils stand by pictures of morning activities and meals, the class asks Pupil 1 what he does every day. He replies that he performs one of the actions shown. Pupil 2 finds the picture referred to and repeats what Pupil 1 does.

C: (Al), what do you do every day?
P1: I (wash) every day.
P2: (finding the wash picture)
(Al) washes every day.

MORE FUN WITH FINGERS

Review the finger play in Lesson 93. Then teach the next verse, using appropriate gestures.

Morning comes and (he) opens (his)
eyes,
(He) throws back the covers and
up (he) flies. (open fingers)
(He) dresses (him)self from (his)
head to (his) toes,
Then out to the kitchen with (his)
mother (he) goes. (fingers
"walk" along opposite arm)

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ESOL-SESD LESSON 95

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
What (does, do) (Joe, you) do
every (morning)?
get up, get dressed, wash
A.M., P.M.; means

LINGUISTIC FOCUS: NEW
What (does, do) (Joe, you) do
(before, after) (lunch)?
go home, go to school, go to bed

MATERIALS
Pictures of getting dressed (A-3), washing (A-49), eating breakfast, lunch and dinner, going to school, going home
Familiar action pictures, such as play, draw, color, etc.

EVERY MORNING

Display morning activity pictures. Have a leader ask a pupil what he does every morning. The pupil replies, selecting the appropriate picture. Then guide one group to elicit a statement from another about the pupil's activity. Introduce go to school during the game.

P1: What do you do every morning?
P2: (selecting a wash picture)
I wash every morning.
G1: What does (Gary) do every morning?
G2: (He) washes every morning.

AFTER - BEFORE

Referring to pictures of getting up, washing, getting dressed, and eating breakfast, elicit from the class what they do first in the morning and what follows. Then guide groups to continue, asking each other what they do after each activity. Repeat the procedure, adding or substituting other pictures to the set. Introduce go home in such a series.

T: What do you do every morning?
C: We get up.
T: What do you do after you get up?
C: We wash.
G1: (with the teacher's help)
What do you do after you wash?
G2: We get dressed.

Emphasize after in several series. Then working backwards through the pictures, develop the concept before - What do you do before you go to school?, We eat (breakfast).

A.M. - P.M.

Write A.M. and P.M. on the board and review what they mean. Ask groups and individuals when they get up, eat dinner and breakfast, and go to school. Introduce go to bed.

T: What does (A.M.) mean?
P1: (A.M.) means (morning).
T: When do you (go to school)?
P2: I (go to school) in the (morning).

LET'S SING!

Teach the following verse to the tune of Are You Sleeping? Then sing the questions and guide the class to sing the responses.

Are you ready? Are you ready?
Yes, we are! Yes, we are!
Where are you going?
Where are you going?
Right straight home!
Right straight home!

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ESOL-SESD LESSON 96

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LINGUISTIC FOCUS: REVIEW
What (does, do) (Joe, you) do
(before, after) (lunch)?
go home, go to school, go to bed

LINGUISTIC FOCUS: NEW
When (does, do) (Joe, he) (eat)
(lunch)?
(Before, After) (he) (goes home).
Tell the truth!
in the (evening), at (noon, night)

MATERIALS
Familiar activity pictures, such as getting dressed (A-3), washing (A-49), going to school, etc.
Pictures of breakfast, lunch, dinner
Two mats or "Magic Carpets"

RIDE A MAGIC CARPET!

Designate two mats or areas as Magic Carpets, one for the boys and one for the girls. Display pictures of getting up, washing, etc. Point to one, and guide a group to ask a pupil when he does the activity shown. The pupil selects an appropriate picture and responds. As he sits on a Magic Carpet, Group 2 asks Group 1 to repeat when the pupil performs the activity. After all have had a turn, play skipping music as they exchange Magic Carpets. When the music stops, pupils not on a Carpet must hop three times.

T: (pointing to a wash picture)
(Gregg).
G1: When do you wash, (Gregg)?
P1: (showing a getting up picture)
After I get up.
(sits on the Magic Carpet)
G2: (addressing Group 1)
When does (Gregg) wash?
G1: After (he) gets up.

MEAL TIME

Have a pupil hold up a picture of breakfast. Guide the boys to ask the girls when the pupil eats that meal. Guide the response. Treat lunch and dinner in the same manner. Use pictures of going home, going to school, going to bed and others to give practice on the expressions in the morning, at night, etc. Have groups alternate question-answer exchanges.

P1: (showing a picture of lunch)
G1: When does (Joe) eat lunch?
G2: (with the teacher's help)
(He) eats lunch at noon.

TELL THE TRUTH (GEORGE)!

Place familiar activity pictures along the chalk ledge, turned away from the class. Guide the class to ask a pupil what he does after a specific meal or activity. The pupil turns a picture around and says that he does the activity shown. Then guide the class to ask him to tell the truth. Finally, have one group ask another what he really does.

C: (with the teacher's help)
What do you do after (lunch)?
P1: (showing a picture of play)
I play.
C: (with the teacher's help)
Tell the truth, (George)!
Do you play after (lunch)?
P1: No, I don't.
I (go to school).

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ESOL-SESD LESSON 97

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LINGUISTIC FOCUS: REVIEW
When (does, do) (Joe, he) (eat) (lunch)?
(Before, After) (he) (goes home).
in the (evening), at (noon, night)

LINGUISTIC FOCUS: NEW
read the newspaper, watch TV,
wash clothes, cook

MATERIALS
Pictures of breakfast, lunch dinner
Pictures of watching TV (A-6), mother cooking, mother washing dishes (A-16)
A newspaper

WHAT

Show a picture of mother cooking. Guide the class, groups and individuals to describe the action.' Then display pictures of breakfast, lunch and dinner, and guide groups and individuals to elicit from each other what mother cooks at different times of the day as a volunteer selects the appropriate picture.

T: (showing mother cooking) What's mother doing?
C: She's cooking.
G1: What does your mother cook every morning?
G2: She cooks breakfast every morning.

A "WHEN GROUP" AND A "WHO GROUP"

Divide the class into two groups, a "When Group" and a "Who Group." Show a picture of a meal and guide the "When Group" to elicit from the "Who Group" when mother cooks that meal. After each response, the "Who Group" asks who cooks the meal.

T: (showing a dinner picture)
G1: When does your mother cook dinner?
G2: She cooks dinner in the evening.
Who cooks dinner in the evening?
G1: Mother does.

BEFORE AND AFTER

Display pictures of watching TV, washing dishes, and a newspaper. Help elicit a description of each. Then give practice on statements beginning with Before and After in response to questions, such as When (does) (your mother) (wash dishes)? Guide individuals to show a picture and ask volunteers appropriate questions about themselves or their parents.

T: (showing a picture of children watching TV)
They're watching TV.
C: They're watching TV.
P1: When does (your father) watch TV?
P2: After (he) (eats dinner).

CAN YOU HEAR THE DIFFERENCE?

Pronounce each of the following words beginning with the "sh" sound, guiding the class to say each after you. Continue in the same manner with the words beginning with the "ch" sound. Then guide the class to repeat pairs of words, such as sheep-cheap. Help them make a distinction in the "sh" and "ch" sounds.

sheep-cheap
shin-chin
ship-chip
shear-cheer
shoe-chew
share-chair

BILINGUAL
CURRICULUM
DEVELOPMENT

ESOL-SESD LESSON 98

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
in the (evening), at (noon, night)

LINGUISTIC FOCUS: NEW
I (don't) like (toast).
I (don't) like (to eat) (cereal) (every morning).
like; bacon, cereal, eggs, toast

MATERIALS
Pictures of bacon (F-1), cereal (F-2), eggs (F-3), toast (F-6)
A "Question Chair" with a large question mark taped to it

I (DON'T) LIKE (TOAST).

Place pictures of eggs, bacon, cereal and toast along the chalk ledge. Have one pupil at a time select a food picture and say whether or not he likes it. Then have him call out an individual's name. Guide the class to ask the individual if he also likes the food selected.

P1: (selecting a picture of eggs and with the teacher's help)
I like eggs.
(Leo).
C: (with the teacher's help)
Do you like eggs, (Leo)?
P2: (Yes), I (do).

SHOW US WHAT YOU EAT!

Place face down pictures of eggs, bacon, cereal and toast. Tell a pupil to take one and hold it so only he can see it. Guide the class to sing the following verse to the tune of The Mulberry Bush. Then the pupil shows his picture, and with the teacher's help, tells what he eats.

(Rita), show us what you eat,
What you eat, what you eat.
(Rita), show us what you eat,
For breakfast every morning.

P1: (showing her picture)
I eat (cereal).

MEMORY TIME

Display pictures of the breakfast foods and help the class identify them again. Have a volunteer close his eyes as a pupil hides a picture behind his back. Guide the class to ask what the pupil eats every morning. The volunteer looks at the remaining pictures, and responds with the name of the missing food. As the pupil shows his picture, the class says that he eats the food shown. Finally, the volunteer tells if he likes to eat that particular food every morning.

P1: (hiding a picture of toast)
C: What does (Joe) eat every morning?
P2: (He) eats toast.
P1: (showing a picture of toast)
C: Yes, (he) eats toast.
P1: I (like) to eat toast every morning.

THE QUESTION CHAIR

Have a volunteer sit in a "Question Chair." He may ask a pupil about himself, his father, his mother, or a classmate. He must begin his question with When to elicit expressions such as at noon, etc. in the response. Continue the game with new volunteers.

P1: When do you (go to bed), (Al)?
P2: I (go to bed) (at night).

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ESOL-SESD LESSON 99

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
I (don't) like (toast).
I (don't) like (to eat) (cereal) (every morning).
like; bacon, cereal, eggs, toast

LINGUISTIC FOCUS: NEW
(Do, Does) (you, he) (like to eat) (cereal) (every morning)?
want; bread, chicken

MATERIALS
Pictures of bacon (F-1), cereal (F-2), eggs (F-3), toast (F-6), bread (F-10), chicken, fish
Two chairs, back to back

DO YOU LIKE (FISH)?

Place face down pictures of the breakfast foods, bread, fish and chicken. Have a pupil select and show one. Help the class ask him if he likes that food. After responding, he asks a volunteer the same question. Guide the identification of the new foods.

P1: (showing a picture of a fish)
C: Do you like fish?
P1: (No), I (don't).
Do you like fish, (Mario)?
P2: (Yes), I (do).

FOODS WE LIKE

Guide a leader to ask a pupil what he likes to eat every morning, noon, etc. The pupil names two of the foods displayed. As the leader selects each picture named, he repeats what the pupil eats.

P1: What do you like to eat (every morning), (Robert)?
P2: I like to eat (cereal and toast).
P1: (selecting the foods named) (He) likes to eat (cereal and toast).

BACK TO BACK

Place two chairs back to back. Have Pupil 1 sit in one and close his eyes. Give Pupil 2 a food picture as he sits in the other chair. Help him ask Pupil 1 if he likes to eat that food at a certain time of day. After Pupil 1 replies, he guesses who Pupil 2 is. The class says whether or not the guess is correct, and then asks Pupil 2 about Pupil 1's first response.

P1: (with the teacher's help)
Do you like to eat (toast) (every morning)?
P2: (Yes), I do. It's (Ralph).
C: Yes, it's (Ralph).
Does (Ralph) like to eat (toast) (every morning)?
P2: (Yes), (he) does.

THE DELIVERY BOY

Use familiar food pictures to stock a "grocery store." As a "delivery" boy taps two pupils, help the class ask what item each wants daily. As the items are delivered, the class repeats what the pupils want.

P1: (tapping a pupil)
C: What do you want every day?
P2: I want (bacon).
P1: (tapping another pupil)
C: What do you want every day?
P3: I want (eggs).
P1: (delivering the items)
C: They want (bacon and eggs).

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ESOL-SESD LESSON 100

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
(Do, Does) (you, he) (like to eat) (cereal) (every morning)?
want; bread, chicken

LINGUISTIC FOCUS: NEW
Who (doesn't like) (to eat) (bread) (every day)?
That's (wrong).; but; thirsty
juice, cocoa, milk

MATERIALS
Pictures of bacon (F-1), cereal (F-2), eggs (F-3), toast (F-6), bread (F-10), chicken, fish
Pictures of milk (F-4), orange juice (F-5), cocoa, water

WHO

Have two teams face each other and choose a leader for each. Give one leader a food picture and guide his Team to ask Team 2 who likes to eat or drink that item daily. Those who do, raise their hand. Team 1 refers to them, saying, "They do." Introduce and give practice on the nouns milk, juice, cocoa and water as the two teams alternate turns. Guide each team to ask negative questions as well, for example, Who doesn't like to drink (milk)? and the response, They don't.

P1: (showing a picture of bread)
G1: Who likes to eat bread every day?
G2: (some pupils raise their hands)
G1: They do!

BUT (MARLENE) (DOES, DOESN'T).

Display pictures of familiar foods. Ask a volunteer to take one he does not like and make a negative statement. Pupils who like the food raise their hand. Then guide the volunteer to add a short affirmative statement with but as he refers to one of the pupils. Have the class ask the pupil if he likes to have that food every day. Then the pupil mentioned selects the next picture. Using the same procedure, give practice on an affirmative statement, I like (cocoa), followed by a negative statement, But (Howard) doesn't.

P1: (choosing a picture of milk)
I don't like milk.
(referring to a pupil whose hand is raised)
But (Marlene) does.
C: Do you like to drink milk every (day), (Marlene)?
P2: Yes, I do.

DO YOU EAT IT OR DRINK IT?

Give a pupil a food picture to hold so only he can see it. Guide him to ask if you eat or drink the item. After a volunteer guesses, he shows the picture, says whether or not the guess is correct, and states how the food is consumed.

P1: (holding a picture of eggs)
Do you eat it or drink it?
P2: You eat it.
P1: (showing his picture)
That's right! We eat eggs.

I'M THIRSTY. I WANT (WATER).

Display pictures of water, juice, cocoa and milk. Call on one pupil at a time to select a beverage, and guide him to say, "I'm thirsty. I want (orange juice)."

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ESOL-SESD LESSON 101

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LINGUISTIC FOCUS: REVIEW
but; thirsty
juice, cocoa, milk

LINGUISTIC FOCUS: NEW
(Do, Does) (you, Al) always have (fish) for (lunch)?
Sometimes (I, he) (have, has) (bacon).
Yes, (I, he) (always, never) (do, does).
ice cream, cake, cookies

MATERIALS
Pictures of breakfast, lunch, dinner
Pictures of bacon (F-1), cereal (F-2), eggs (F-3), milk (F-4), orange juice (F-5), toast (F-6), bread (F-10), cake (F-11), cookies (F-23), ice cream (F-28), chicken, fish, cocoa, water

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IDENTIFY AND MATCH

Display pictures of breakfast, lunch and dinner, and place face down pictures of familiar foods. Choose two pupils. The first one takes a picture and identifies it, and the other pupil tells at what meal it is generally eaten.

P1: (taking a picture of cereal)
This is cereal.
P2: (with the teacher's help)
We eat it for breakfast.

ALWAYS - NEVER

Use food pictures which will probably elicit always or never in response to the question Do you always have (ice cream) for (breakfast)? Show a picture as you guide the class to question individuals.

T: (showing a picture of cake)
C: (with the teacher's help)
Do you always have cake for breakfast?
P1: (with the teacher's help)
No, I never do.

SOMETIMES

Show pictures of food which could be eaten at various mealtimes in order to elicit a response such as Sometimes I do. Guide the class and groups to ask individuals questions such as Do you always have cookies for lunch?, Do you always have bacon for breakfast?

I'M THIRSTY!

Elicit from the class what they want when they are thirsty. Display pictures of these items. Call on one pupil at a time to say, "I'm thirsty. I want (water)."

BUT (JACK) (DOES, DOESN'T).

Choose two pupils. Have them select one food picture which one pupil likes and one does not. Pupil 1 says, "I (don't like, like) (pie). But (Jack) (does, doesn't)." Pupil 2 then chooses a new partner and continues the activity.

A FINGER PLAY CONTINUED

Review the finger play in Lessons 93 and 94. Then teach the final verse, using appropriate gestures.

He eats a big breakfast and brushes
his teeth,
Then with a "Goodbye" and a wave
he's down the street.
Now he is off and on his way,
Ready for another happy school day.

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ESOL-SESD LESSON 102

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW

(Do, Does) (you, Al) always have (fish) for (dinner)?
Sometimes (I, he) (have, has) (bacon).
Yes, (I, he) (always, never) (do, does).
ice cream, cake, cookie

LINGUISTIC FOCUS: NEW

What (do, does) (you, Mark) (have, has) for (lunch)?
a (cup, glass) of (cocoa, water)
candy, pie, soup

MATERIALS

Pictures of familiar foods
Pictures of a pie or (F-16), soup (F-21), candy

MAKE-BELIEVE MEALS

Elicit from the class the foods usually eaten at specific meals. Then tell them that now they can have silly, make-believe meals. Guide groups to ask one pupil at a time what he has for a certain meal. Guide him to respond with three items and select appropriate pictures from a group displayed.

C: What do you have for (lunch)?
P1: (with the teacher's help)
I have (candy), (cookies) and (ice cream).
(selects appropriate pictures)

SAY WHAT I SAY!

Have pupils identify pictures of cake, candy, pie and toast. Then show a picture and guide the class to repeat the pattern a piece of (cake). Finally, show one picture at a time, giving only the name of the item. Guide the class, groups and individuals to respond with the pattern a piece of (candy).

T: (showing a picture of a pie)
Pie.
C: A piece of pie.

In the same manner, introduce a glass of (water), and a cup of (cocoa) with the words juice, cocoa, coffee and water. When the pupils are sure of the three patterns, guide the class, groups and individuals to use the appropriate pattern as you show each picture.

ALWAYS - NEVER - SOMETIMES

Have one leader at a time select a food picture and ask a classmate a silly or a "straight" question about the food shown. Guide the responses with the expressions sometimes, always or never.

P1: (selecting a picture of fish)
Do you always have (fish) for (breakfast), (Louise)?
P2: No, I never do.

WHAT'S ON THE MENU?

Tell a "waiter" or "waitress" to "serve" a food picture to one pupil at a time. Guide the pupil to make statements such as This is soup, I have it for lunch, I like soup; or This is bacon, I never eat bacon because I don't like it.

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ESOL-SESD LESSON 103

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
What (do, does) (you, Mark)
(have, has) for (lunch)?
a (cup, glass) of (cocoa, water)
candy, pie, soup

LINGUISTIC FOCUS: NEW
(Do, Does), (you, Joe) ever
(walk) (to school)?
hungry; chocolate, bar, rice,
sandwich, peas

MATERIALS
- Pictures of familiar foods
- Pictures of white milk (F-4), a sandwich (F-27), chocolate milk (F-29), a chocolate bar, a candy bar, rice, peas
- A large cardboard box, with a slot to put a picture through and a coin deposit slot
- Play coins
- Honey, peas; a knife

THE SURPRISE AUTOMAT!

Explain the idea of an automat to the class. Ask a pupil to stand behind a large cardboard box which has a slot in it big enough to put a picture card through, and a small slot for deposit of coins. Have a leader tap one pupil at a time and give him a coin to put into the automat. A picture card is then put through the slot, and the pupil identifies the item. Guide the identification of chocolate milk, white milk, a candy bar, a chocolate bar, a sandwich, rice and peas.

ALWAYS - NEVER - SOMETIMES

Guide Group 1 to ask a pupil if he ever walks, runs or rides to school, to the store or home. Then help Group 2 ask Group 1 about the pupil's response. Use pictures if necessary. Call on other pupils.

G1: Do you ever (walk) (to school) (Lillian)?
P1: Yes, I (always) do.
G2: Does (Lillian) ever (walk) (to school)?
G1: Yes, (she) (always) does.

HIS - HER

Put food pictures in the center of a seated circle. Have a leader call one pupil at a time. Guide the class to ask the pupil what his father or mother has for a specific meal. He selects an appropriate picture and responds. Then guide the class to repeat what the pupil's parent has.

P1: (Louise).
C: What does your (father) have for (lunch), (Louise)?
P2: (selects a picture of soup) (He) has soup.
C: (with the teacher's help) (Her) (father) has soup.

I'M HUNGRY. I WANT (A COOKIE).

Display pictures of foods. Guide one pupil at a time to select a food and say, "I'm hungry. I want (a sandwich)." Then have a bowl of fruit nearby. Tell individuals to take one, guiding them to say, "I'm hungry. I want (an orange)."

I EAT MY PEAS WITH HONEY!

Teach the class the rhyme below. If necessary, use honey, peas and a knife to illustrate the rhyme.

I eat my peas with honey,
I've done it all my life,
It makes the peas taste funny,
But it keeps them on my knife!

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ESOL-SESD LESSON 104

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: NEW
(I, He) (jump)ed first.
touch; head, eye, nose, toe
brush (his) (teeth, hair)
wash (her) (face, hands)

MATERIALS
A paper doll figure of a boy and a girl; a flannel board
Pictures of brushing teeth, hair, of washing face (A-49), hands

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WATCH AND TELL!

Introduce the regular past tense ending pronounced /t/. Tell one pupil at a time to walk, skip, hop, march, dance, talk or jump. After he performs the action, guide the class and the pupil to say what he did. Also give double directives, such as (Eva), (hop) and (jump). Guide pupils to give directives.

T: (Wally), (hop).
C: (after the action is done, and with the teacher's help)
(Wally) (hopp)ed.
P1: I (hopp)ed.

1,2,3, STOP!

Have two pupils stand, and tell them to perform an action. They stop after the class says, "1,2,3, stop!" Then ask who performed the action first. Guide the response. Continue with two new pupils and a leader to give other directives.

T: 1,2,3, (hop)!
C: (as both pupils hop)
1,2,3, stop!
T: Who (hopp)ed first?
C: (Fred) (hopp)ed first.

GUESSING TIME

Whisper to a pupil to pantomime brushing his teeth. After signalling him to stop, guide the class, then the pupil to tell what he did. Continue, with other pupils using the directives Brush your hair, and Wash your (face, hands).

T: What did (George) do?
C: (with the teacher's help)
(He) brushed (his) teeth.
T: What did you do, (George)?
P1: I brushed my teeth.

AN ACTION RHYME

Guide the class to recite and pantomime the following rhyme.

Touch your head,
your eyes and nose.
Now bend over
and touch your toes!

Then give directives such as Touch your nose, etc. After the action is completed, guide the class to say what they did.

T: Touch your (toes).
C: (after performing the action)
We touched our (toes).

TRY TO REMEMBER

Place a large paper doll figure on the flannel board. Ask a pupil to touch one familiar body part, then another, stating each time what he did. Have him choose a volunteer to imitate and repeat what he did. Then guide the class to describe in one sentence the action of both.

P1: I touched (his) (eyes).
I touched (his) (nose).
P2: (He) touched (his) (eyes).
(He) touched (his) (nose).
C: They touched (his) (eyes)
and (his) (nose).

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ESOL-SESD LESSON 105

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LINGUISTIC FOCUS: REVIEW
(I, He) (jump)ed first.
touch; head, eye, nose, toe
brush (his) (teeth, hair)
wash (her) (face, hands)

LINGUISTIC FOCUS: NEW
What did (you, Joe) (do)?
shoulder, knee, ear, mouth

MATERIALS
None

WHO DID IT?

Review the regular past tense ending pronounced /t/. After two pupils each follow different directives, ask the class what they did. Continue with new pairs, guiding groups and individuals to respond.

T: (one pupil hops, one jumps)
Who jumped?
C: (Dolores) jumped.
T: Who hopped?
C: (Ronnie) hopped.

GUESSING TIME

Ask a pair of volunteers to stand, and as a pupil closes his eyes, give the pair a directive, such as Hop, March, etc. After the action is begun, the pupil guesses who performed the action first. Continue with other volunteers, and guide leaders to give directives.

T: Touch your (head).
P1: (after the action is begun)
(Juanito) touched (his) (head) first.
P2: Yes. I touched my (head) first.

WHAT DID I DO?

Face the class and touch one body part at a time, asking each time what you did. Introduce shoulders, knees, ears and mouth. Guide the responses. Then choose a pupil to take your place. He may call on groups or individuals to respond.

T: (after touching her hair)
What did I do?
C: You touched your hair.

PANTOMIME TIME

Quietly tell a pupil to pretend to wash his face. After he pantomimes, guide a leader to ask a volunteer, then the pupil what he washed. Continue with new leaders, using wash with other body parts. Also guide the use of the verb brush.

P1: (with the teacher's help)
What did (Isabel) wash?
P2: (She) washed (her) face.
P1: What did you wash, (Isabel)?
P3: I washed my face.

LET'S SING!

To the tune of There is a Tavern in the Town, guide the class to sing and pantomime the following.

My head, my shoulders, knees and
toes, knees and toes,
My head, my shoulders, knees and
toes, knees and toes,
My eyes, my ears, my mouth, my
nose. . .
My head, my shoulders, knees and
toes, knees and toes.

ESOL-SESD LESSON 106

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
What did (you, Joe) do?
(We) (hopp)ed (today).

LINGUISTIC FOCUS: NEW
Did (he) hide?
(Yes, No) (I, he) (did, didn't).
the possessive -'s
bake, help; dishes
today, yesterday, last night

MATERIALS
The hand puppet, Flick
Pictures of baking (A-1), watching TV (A-6), washing dishes (A-16), dancing (A-32), hopping (A-34), jumping (A-36), marching (A-37), skipping (A-42), walking (A-48), cooking

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YES, (HE) DID. - NO, (HE) DIDN'T.

Ask a pupil to be Flick. Signal someone to hide as Flick's back is turned. When Flick turns around, he tries to guess who is missing.

Fl: (after a pupil hides, and with the teacher's help) Did (Bernice) hide?
C: Yes, (she) did.

TODAY

Use pictures to elicit activities performed today by the pupils and their parents. Give practice on the regular past tense pronounced /t/, with the verbs dance, march, walk, hop, jump, skip, wash, cook, touch, brush and cross.

T: (showing a "hopping" picture) What did we do today?
C: We hopped today.
T: (showing a "cooking" picture) What did your mother do today?
P1: My mother cooked (lunch) today.

YESTERDAY

Using the same verbs, mention something you do every day, which you also did yesterday. Help the class repeat. Elicit statements about activities pupils and parents engage in. After each response, help the class ask, "Did you (hop) today?"

C: (with the teacher's help)
I wash my face every day.
I washed my face yesterday.
T: Do you (walk) to school every day, (Peter)?
P1: Yes, I do.
P2: Did you (walk) to school today?
P1: Yes, I did.

LAST NIGHT

Elicit activities pupils and parents engage in every night. Review the regular past tense pronounced /t/, by asking what they did last night. Use the same verbs as above, and include watching TV, washing dishes, baking and helping.

T: (showing a picture of TV)
C: (with the teacher's help)
We watch TV every night.
We watched TV last night.

With pictures, cue pupils about what their parents did last night. Help groups question each pupil, then repeat what the pupil's parent did.

G1: What did your mother do last night, (Henry)?
P1: (looking at a "bake" picture) She baked (a cake) last night.
G2: (with the teacher's help) (Henry)'s mother baked (a cake) last night.

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ESOL-SESD LESSON 107

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
Did (he) (wave)?
(Yes, No), (I, he) (did, didn't).
the possessive -'s
today, yesterday, last night

LINGUISTIC FOCUS: NEW
When did (Joe) (play) (ball)?
move, comb, open, close, clean,
iron; next; arm, leg

MATERIALS
Pictures of actions, such as combing the hair (A-2), waving (A-50), playing, coloring, cleaning, ironing

---

STOP THE ACTION!

Introduce the regular past tense pronounced /d/, by giving directives to one pupil at a time using the verbs play, color, wave, carry, and move. Present arm and leg in directives such as Move your arms, etc. As the pupil performs the action, help him say what he is doing. The class claps twice to stop the action. Then guide one group to ask another what the pupil did.

T: Move the (chair), (Danny).
P1: I'm moving the (chair).
C: (clapping twice, and the pupil stops)
G1: What did (Danny) do?
G2: (He) moved the (chair).

FIRST - NEXT

Give one pupil at a time two directives. After he follows them, help groups take turns asking each other what the pupil did first and next. Help pupils give directives also.

T: (Lisa), first (wave your hand) and next (open the door).
G1: (after the actions are followed)
What did (Lisa) do first?
G2: (She) (waved her hand) first.
G1: What did (Lisa) do next?
G2: (She) (opened the door) next.

WHEN

Have the class pretend, if necessary, that they performed an action that you will indicate. Give practice on the regular past tense ending pronounced /d/, using the verbs play, color, open, close, comb and move. Guide one group to ask a pupil when he performed the action shown. He replies with the time expression today, yesterday or last night. Guide another group to ask him if he did perform the action, using the same time expression or a different one in order to vary the response.

T: (pointing to the play corner)
G1: (with the teacher's help)
When did you play house, (Ann)?
P1: I played house (today).
G2: Did you play house (yesterday)?
P1: No, I didn't.

Help pupils say when their mothers cleaned and ironed. Guide groups to question each other about their mothers' activities.

T: (showing a picture of ironing)
When did your mother iron?
P1: She ironed (last night).
G1: When did (Sara)'s mother iron?
G2: (Sara)'s mother ironed (last night).

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ESOL-SESD LESSON 108

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LINGUISTIC FOCUS: REVIEW
When did (Joe) (play) (tag)?
(I, Marie) played with (Laurie).
move, clean, iron; next
familiar body parts

LINGUISTIC FOCUS: NEW
(I, Marta) did.
Who did (Penny) play with?
Who (color)ed (today)?
show; last

MATERIALS
Pictures of actions, such as combing the hair (A-2), waving (A-50), playing, coloring, cleaning, ironing
A large ball

(SHE) PLAYED WITH (LINDA).

Have a pupil in a seated circle call out another pupil's name before rolling a ball to him. Guide the boys to ask who the first pupil played with. After replying, the girls ask the first pupil the same question. Continue calling on pupils to play ball with a classmate.

G1: (after a pupil catches the ball) Who did (Martin) play with?
C: (with the teacher's help) (Martin) played with (Isabel).
G2: Who did you play with, (Martin)?
P1: I played with (Isabel).

WHEN DID (YOU) (PLAY STORE)?

Review the regular past tense ending pronounced /d/, using the verbs move, comb, play, open, close, color, clean and iron. Guide groups to ask individuals questions such as When did you comb your hair?, When did your mother wash clothes?, etc.

WHO

Have Flick show one action picture at a time and ask who did it today, yesterday, etc. Those who did, stand and reply. Then Flick calls on an individual to say that he or another performed the same action.

F1: (holding a "coloring" picture) Who colored (today)?
C: (pupils who colored stand) We did.
F1: (Ann), who colored (today)?
P1: (Jennie) did.

FIRST - NEXT - LAST

Tell a pupil to move three objects. After he moves them in the order stated, guide him to say what he did. Help the class ask others what he did first, next and last.

T: (David), first move the (table), next the (basket) and last the (chair).
P1: I moved the (table), the (basket) and the (chair).
C: What did (David) move first?
P2: (He) moved the (table) first.
C: What did (David) move next?
P3: (He) moved the (basket) next.
C: What did (David) move last?
P4: (He) moved the (chair) last.

SHOW ME!

Choose a pair of pupils to stand. Guide them to alternate question-answer exchanges such as Show me your (arms) and, after the action is completed, (He) showed me (his) (arms). Then the two pupils choose another pair to continue.

BILINGUAL
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ESOL-SESD LESSON 109

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
(I, Marta) did.
Who (color)ed (today)?
show; last
familiar body parts
colors

MATERIALS
Pictures of carrying a bag (I-1), waving (A-50), playing, coloring, listening
Color cards

ROUND ROBIN

Choose a pupil in a seated circle to begin by touching a familiar body part and saying, "This is my (head)." The pupil next to him touches a different body part and identifies it. Guide the statement These are my (ears, eyes, hands, etc.). Continue around the circle until all the familiar body parts have been identified.

COLOR IDENTIFICATION

Have one pupil at a time say what color eyes he has. Then he tells the color of a classmate's eyes.

P1: I have (brown) eyes.
(Cathy) has (blue) eyes.

After several pupils have had a turn, use the same procedure to identify hair color.

P1: I have (black) hair.
(Paul) has (black) hair too.

A MYSTERY PARTNER

Have one pupil stand with his back toward the class. Point to another pupil to stand back to back with him. Guide Pupil 1 to tell what color his eyes are, and then guess the color of his partner's eyes.

P1: My eyes are (green).
Your eyes are (brown).
(turns around)
P2: Yes. My eyes are (brown).

SHOW US WHERE

Using gestures, introduce new body parts as you teach the poem below.

Here are my ears,
and here is my nose;
Here are my fingers,
and here are my toes.
Here are my eyes, both open wide;
Here is my mouth
with my teeth inside.
Here is my busy tongue
which helps me speak,
Here is my chin, here are my cheeks.
Here are my hands that help me play.
Here are my feet that run all day!

I DID!

As the class close their eyes, hand out pictures of cleaning, coloring, playing, waving, carrying (a bag), and listening. Help the class ask who did each action. Pupils show their pictures as they respond.

T: Carried a bag.
C: Who carried a bag yesterday?
P1: (showing his picture) I did.

FIRST - NEXT - LAST

Ask three pupils at a time to stand with their backs toward the class and hold a color card. After the class counts to three, they must turn around and show their colors. Elicit who did first, next and last.

C: Who showed his color (first)?
P1: (Ed) showed his color (first).

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ESOL-SESD LESSON 110

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
Who did (Matthew) (paint) with?

LINGUISTIC FOCUS: NEW
count, collect
elephant, giraffe, tiger, lion

MATERIALS
Pictures of pasting, painting, counting, collecting, or a brush, paste, numbers, objects
Several pictures each of a tiger, a lion, an elephant, a giraffe

---

PASTED - PAINTED - COUNTED

Introduce the regular past tense pronounced as a separate syllable, using the verbs paint, paste and count. Guide one group to say what they did in school (yesterday). Then have them ask Group 2 what they did. Use pictures as cues, or objects such as a paint brush, paste and numbers.

G1: (with the teacher's help)
We (paint)ed in school (yesterday).
What did you do?
G2: We (count)ed.

WHO DID (MARK) (PASTE) WITH?

Choose four pairs of pupils. Give each pair a picture or an object to suggest painting, pasting, counting and collecting. Divide the rest of the class into two groups and guide them to take turns questioning each other about what each pair did together. Finally, call out a few pupil's names. Guide the class to ask them who they performed their activity with.

G1: (referring to a pair holding some pens)
Who did (Mark) collect pens with?
G2: (He) collected pens with (Al).
T: (Al).
C: Who did you collect pens with, (Al)?
P1: I collected pens with (Mark).

COUNT THE ANIMALS

Guide the class to identify a lion, a tiger, an elephant and a giraffe. Then display several pictures of each animal. Guide groups and individuals to count each set of animals. Finally, ask how many of each were counted.

C: (counting the tigers)
One, two, three, four.
T: How many tigers did we count?
C: (with the teacher's help)
We counted four tigers.

COLLECT THE ANIMALS

Distribute a few pictures each of the new animals. Guide the boys to direct a pupil to collect all of the (lions). After he does so, guide the girls to ask him how many he collected. Guide the response. Have the boys and girls alternate similar question-answer exchanges.

G1: (with the teacher's help)
Collect all the (lions), (Al).
G2: (after they are collected)
How many (lions) did you collect?
P1: (with the teacher's help)
I collected (five) (lions).

Also put out sets of familiar objects. Guide a leader to direct several pupils to each collect a set of items. The collectors line up when they are ready. Guide each to say, "I collected (two) (pens)."

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ESOL-SESD LESSON 111

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LINGUISTIC FOCUS: REVIEW
Who (paint)ed in school (today)?
(I, We) (paint)ed in school (today).
count, collect
lion, tiger, elephant, giraffe

LINGUISTIC FOCUS: NEW
(Yes, No) (I) (did, didn't).
fold, point to
zebra, (polar) bear, hippopatamus

MATERIALS
Several pictures each of a lion, a tiger, a giraffe, a zebra, a polar bear, a brown bear, a hippopatamus, and an elephant
A paint brush, paste, numbers
A piece of paper (to fold)

COUNTED - COLLECTED

As you place pictures of a lion, a tiger, a giraffe, a hippopatamus, a zebra, an elephant, a brown bear and a polar bear along the chalk ledge, guide the class to identify each. Guide groups to tell pupils to count the animals and ask how many they counted. Vary the number of pictures each time.

T: (displaying a zebra)
It's a zebra.
C: It's a zebra.
G1: Count the animals, (Jean).
P1: One, two, three, etc.
G2: How many animals did you count, (Jean)?
P1: I counted eight animals.

Put out additional pictures of each animal. Have individuals collect all the animals of one kind and say, "I collected (two) (zebras)."

POINTED

To demonstrate "pointing," have the class point to various animal pictures displayed. Then as one pupil closes his eyes, have another point to a specific picture. The first pupil opens his eyes and tries to guess which animal was pointed out. Continue with new pairs of pupils.

P1: (pointing out an elephant)
P2: You pointed to a (tiger).
P1: No, I didn't.
P2: You pointed to an elephant.
P1: Yes, I did.

CAN YOU TELL?

Show one animal picture at a time, exposing only a small part of it. After a pupil guesses correctly, It's a (lion), show the picture.

JUST THE OPPOSITE

Divide the class into two groups. Give paste to a pupil in Group 1 and guide his group to say that they pasted in school. Then Group 2 asks who pasted and Group 1 responds. Guide Group 2 to exchange a similar dialogue with Group 1 in the negative.

G1: We pasted in school (today).
G2: Who pasted in school (today)?
G1: We did.
G2: We didn't paste in school (today).
G1: Who didn't paste in school (today)?
G2: We didn't.

Have the groups alternate turns, using the verbs painted and counted. Introduce folded (paper, our hands).

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ESOL-SESD LESSON 112

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
(Yes, No) (I) (did, didn't).
point to, want
zebra, (polar) bear, hippopatamus

LINGUISTIC FOCUS: NEW
Which animal did (Eva) want?
(These) are (zoo, farm) animals.
monkey, penguin, kangaroo
neck, tail

MATERIALS
Pictures of familiar zoo and farm animals
Pictures of a monkey, a penguin, a kangaroo
A picture of a zoo
A picture of a farm

THE ZOO

Show a picture of a zoo, and guide the class to say, "It's a zoo." Display familiar zoo animals, eliciting the name of each. Introduce penguin, monkey and kangaroo. Then help the class tell one pupil at a time to point to a specific number of animals. After he does, the class asks him what he did.

C: Point to (three) animals.
(after the action is done)
What did you do, (Leo)?
P1: I pointed to (three) animals, a (monkey), a (lion) and a (polar bear).

ZOO ANIMALS AND FARM ANIMALS

Display pictures of some familiar zoo and farm animals. Ask a pupil to collect and place together all the zoo animals. Then guide groups and individuals to classify them. Repeat this procedure with the farm animals. Show a picture of a farm if necessary. Vary the number of the pictures and animals for each turn.

T: Collect the (zoo) animals.
P1: (does so, and places them along the chalk ledge)
T: Those are (zoo) animals.
G1: Those are (zoo) animals.

WHICH ANIMAL DID (HE) WANT?

Display familiar zoo and farm animals. Choose two pupils. Pupil 1 quietly tells Pupil 2 which animal he wants. Then, as the class close their eyes, Pupil 2 gives Pupil 1 the appropriate picture. Pupil 1 hides it behind his back. Pupil 2 says, "Ready," and asks which animal Pupil 1 wanted. The class looks at the remaining pictures and guesses which animal it was. After the correct guess, Pupil 1 shows his picture. Choose two new pupils.

P1: (whispering) I want a (lion).
P2: (gives it to him while the class close their eyes) Ready! Which animal did (Eva) want?
P3: (She) wanted a (lion).
P1: Yes, I did. I wanted a (lion).

A GUESSING GAME

Point out typical attributes of familiar zoo animals, such as a long neck, etc. Help the class repeat them. Then give two verbal clues about an animal and call on pupils to identify it. Ask a volunteer to describe the next animal.

T: It has a big tail. It hops.
What is it?
P1: It's a kangaroo.
(selects the kangaroo picture)

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ESOL-SESD LESSON 113

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LINGUISTIC FOCUS: REVIEW
Which animal did (Eva) want?
It's (a farm animal).
(These) are (zoo) animals.
or between adjectives
monkey, penguin, kangaroo

LINGUISTIC FOCUS: NEW
farmer, zoo keeper; pet
alligator, gorilla, snake

MATERIALS
Pictures of familiar zoo and farm animals
Pictures of pets
Pictures of a snake (B-39) an alligator (B-43), a gorilla (B-48)
A picture of a farm
A picture of a zoo

ANIMAL MIX-UP

Display a zoo picture and a farm picture at either end of the board and have the class identify both places. Nearby, place face down pictures of zoo and farm animals and pets, such as a dog, a bird, etc. Call one pupil at a time to take a picture and put it in the appropriate place. After all the pictures are used, have the class classify each group, These are (zoo, farm) animals. Introduce alligator, gorilla and snake during the activity.

P1: (selecting a penguin)
This is a penguin.
It's a zoo animal.
(places it "in the zoo")

When a picture of a pet appears, have it identified, then guide the pupil to say it is not a zoo or a farm animal. Set it aside.

P1: (selecting a cat)
This is a cat. It is not a zoo animal or a farm animal.

PETS

Refer to the pictures of pets which have been set aside, guiding the class to identify them as pets. Then help groups to ask one pupil at a time if he has a pet. If his answer is affirmative, he selects the appropriate picture and tells his pet's name.

T: (pointing to the pets)
C: (with the teacher's help)
Those are pets.
G1: Do you have a pet, (Philip)?
P1: Yes, I do.
(selects a bird)
I have a bird.
(His) name is (Pupo).

A FARMER - A ZOO KEEPER

Elicit that a zoo keeper and a farmer need animals. Furnish an animal store with pictures of familiar zoo and farm animals. Have one pupil at a time shop at the store. Guide him to identify himself and tell the clerk he wants three specific animals. After he is given them, the clerk asks groups and individuals to repeat what the buyer wanted.

P1: I'm a (farmer).
I want (a cow), (a pig) and (a horse).
(receives each picture)
P2: Which animals did the (farmer) want?
G1: (He) wanted (a cow), (a pig) and (a horse).

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ESOL-SESD LESSON 114

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LINGUISTIC FOCUS: REVIEW
It's (a farm animal).
or; alligator, gorilla, snake

LINGUISTIC FOCUS: NEW
need(ed), imitate(d)
camel, llama, ostrich
trunk, hump, feather

MATERIALS
- Pictures of familiar zoo and farm animals
- Pictures of a camel (A-45), a llama, an ostrich
- Pictures of a zoo, a farm, a pet store
- Drawing paper, paint

ANIMAL PARADE

Show the animal pictures, one at a time, helping the class identify a llama, a camel and an ostrich. Elicit each animal's name, then guide pupils to make one or two statements about its physical attributes, such as It's a camel, It has one hump, It has big eyes.

THREE QUESTIONS

Have a pupil take an animal picture from a pile provided and show it to the class for a moment. The individuals **must ask three questions before** identifying the animal. The first question must be one of classification, and the other two concern the animal's physical attributes.

P1: Was it a (zoo) animal or a (pet)?
P2: (holding an ostrich)
It was a zoo animal.
P3: Did it have a (long neck)?
P2: Yes, it did.
P4: Did it have (feathers)?
P2: Yes, it did.
P5: Was it an ostrich?
P2: (showing his picture)
Yes, it was.

THE ZOO-THE FARM-THE PET STORE

Display pictures of a zoo, a farm and a pet store. Choose a "clerk" to stand near each picture. Help one at a time to say, "I work (at the zoo)," and then say how many animals he needs. The responding pupil selects appropriate pictures from a pile provided and gives them to the "clerk," naming each animal as he does so. Guide one group to ask another what the questioner needed. Continue with three new "clerks."

P1: I work (in a pet store).
I need (two) animals.
P2: (giving pictures to Pupil 1)
A (fish) and a (kitten).
G1: What did (Mark) need?
G2: (He) needed (two) pets.

ANIMAL IMITATIONS

Show a volunteer a picture of an animal he must imitate. Guide pupils to guess which animal it was. The pupil guessing correctly takes the next turn, after the volunteer shows his picture.

P1: (imitates an animal)
P2: (with the teacher's help)
You imitated a (gorilla).
P1: (showing his picture)
Yes, I did.

PAINT AN ANIMAL

After the pupils each paint an animal, ask one at a time to show his painting and make two statements about it, such as I painted (an elephant) and It has a (long trunk).

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ESOL-SESD LESSON 115

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LINGUISTIC FOCUS: REVIEW
first, next, last
like; but
familiar zoo animals

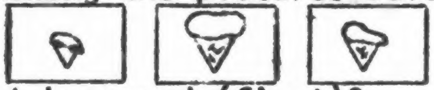
LINGUISTIC FOCUS: NEW
What else did (she) cover?
happened, cover(ed)

MATERIALS
Various sets of pictures illustrating a sequence
Pictures of familiar zoo animals

SEQUENCING

Place on the flannel board three pictures illustrating a sequence of events. Elicit what happened first, next and last, guiding one pupil at a time to put the pictures in order. Use various sequence pictures cut from simple stories, workbooks, etc. Add more pictures to the sequences when the pupils can easily handle them.

T: (showing the pictures below)



What happened (first)?
P1: (selecting the appropriate picture)
This happened (first).

LIKES AND DISLIKES

Display pictures of familiar zoo animals. Call on one pupil at a time to pretend that he went to the zoo. Tell him to show one animal he liked and one he did not like.

P1: (selecting a giraffe)
I liked the giraffe.
(selecting a snake)
But I didn't like the snake.

DO YOU REMEMBER WHAT I COVERED?

As you place the pictures of four animals on the chalk ledge, elicit their names, then cover them. Guide a group to ask a volunteer to name one animal you covered. Show the one he names. Continue guiding groups to ask other pupils what else was covered, showing each animal as it is named. Call on a pupil to take your place and question individuals about a new set of pictures.

T: (setting out three pictures)
C: (A tiger), (a hippopatamus) and (an ostrich).
G1: (with the teacher's help)
What animal did (Mrs. Smith) cover?
P1: (She) covered (a tiger).
T: (showing the animal named)
G2: (with the teacher's help)
What else did (Mrs. Smith) cover?
P2: (She) covered (an ostrich).

AN ANIMAL POEM

Use pictures and gestures to teach the poem below. Then have pupils hold up the appropriate pictures.

We watched bears and elephants
at the zoo,
And tigers and lions
and a real kangaroo!

We laughed and we laughed at
the penguin and giraffe.
How many took their photograph?

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ESOL-SESD LESSON 116

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: NEW
(I) didn't put (a penny) in my pocket.
So did (I). Neither did (John).
lost, found, put; pocket, penny

MATERIALS
Two large cloth pockets
Two large safety pins
A ribbon, several pennies, small familiar objects

I PUT (A PENCIL) IN MY POCKET.

Pin on a pocket. Put an object into it, then say what you did. Have pupils wear pockets, put objects into them, and say what was done.

C: What did you put in your pocket?
P1: (with the teacher's help)
I put (a pencil) in my pocket.

LOST AND FOUND

After a pupil puts a penny in the pocket pinned on him, guide him to say what he did. As he walks, he "loses" the penny. Another pupil "finds" it. Guide the class, then groups and individuals to describe each action after it is completed.

P1: I put (a penny) in my pocket.
C: (Charlie) lost the (penny).
(Ralph) found the (penny).

COPYCAT

As a pupil walks around the room putting several objects into his pocket, have a copycat follow him, copying his actions. Guide the first pupil to tell what he put into his pocket, one thing at a time. Help the copycat say that he did the same thing. Guide the class, groups and individuals to also tell what the pupils did.

P1: I put (a pen) in my pocket.
P2: So did I.
C: (David) put a (pen) in (his) pocket. So did (Tony).

NEITHER DID I.

Pin a pocket on two pupils. Set out two pairs of objects and tell Pupil 1 to put one of them into his pocket. Pupil 2 copies his action. Have them say what they did. Then showing the remaining object, guide Pupil 1 to say that he didn't put it into his pocket. Help Pupil 2 make a statement beginning with Neither. Guide the class to repeat what the pair did not do.

P1: I put (a penny) in my pocket.
P2: I put (a penny) in my pocket.
P1: (picking up a crayon and with the teacher's help)
I didn't put a crayon in my pocket.
P2: Neither did I.
C: (José) didn't put a crayon in his pocket.
Neither did (Tony).

LUCY LOCKETT

Teach the following rhyme. Ask a pupil to be "Lucy" and carry a pocket with a ribbon tied around it, dropping it as she walks. Another pupil "finds" and returns it. Then the class repeats the rhyme, substituting the pupils' names for "Lucy Lockett" and "Kitty Fisher."

(Lucy Lockett) lost her pocket;
(Kitty Fisher) found it;
There was not a penny in it,
But a ribbon around it.

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ESOL-SESD LESSON 117

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
I didn't (put) (a penny) (in my pocket).
So did (I). Neither did (John).
lost, found, put; pocket, penny

LINGUISTIC FOCUS: NEW
Where did you find it?
lose, find, send; wrote, sent
mailbox, letter

MATERIALS
- A large sheet of paper
- A large envelope
- A large box with a picture of a mailbox attached
- A green and yellow basket made of construction paper

(WE) WROTE A LETTER.

Guide the class to "write" a letter to Flick. As pupils say sentences, write them on a large sheet of paper. Read the letter together, then put it in an envelope. Ask the class and groups what they did. Then help groups ask individuals what they did. Guide the answers.

T: What did you write?
C: We wrote a letter.
G1: What did you write, (Maria)?
P1: I wrote a letter.
C: So did we.

(I) SENT A LETTER.

Have a pupil put a letter into the "mailbox." Help him and the class say what he did. Guide groups in question-answer exchanges about individuals and pairs mailing letters.

P1: I put the letter in the mailbox.
C: He sent the letter.
G1: What did (he) send?
G2: (He) sent the letter.
Who sent the letter?
G1: (John) did.

LETTERS

As Pupil 1 turns around, Pupil 2 pantomimes writing a letter, and on the way to the mailbox, losing it on a table, etc., or in a pocket. After each action is completed, the class asks him what he did. When Pupil 1 finds the letter, guide groups and individuals to ask him what he did. Finally, guide a pair of pupils to say that neither found a letter.

C: What did you write, (Juan)?
P2: I wrote a letter.
C: What did you lose?
P2: I lost the letter.
G1: What did you find, (Alicia)?
P1: I found the letter.
G2: Where did you find it?
P1: (In Gregg's pocket).
P3: I didn't find a letter (in my pocket).
P4: Neither did I.

A TISKIT, A TASKET

Teach A Tiskit, A Tasket. As the class sings, a pupil goes around the circle holding a basket with a letter in it, which he drops behind someone when "I lost it" is sung. This pupil picks it up and says "I found it!"

A tiskit, a tasket, a green and
yellow basket,
I wrote a letter to my love, and
on the way I lost it,
I lost it, and on the way I lost it.

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ESOL-SESD LESSON 118

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LINGUISTIC FOCUS: REVIEW
Where did you find (it)?
wrote, sent; mailbox, letter

LINGUISTIC FOCUS: NEW
went, drew, see, saw

MATERIALS
- A letter
- A "mailbox"
- Several pennies
- Drawings done by the class
- Various familiar objects

(WE) WENT TO SCHOOL AND. . .

Demonstrating actions performed in Lesson 117, guide the class, groups and individuals to talk about what they did. Begin each sentence with We went to school and..., ending with the expressions (wrote, sent, lost, found) (a letter, a penny), and put a letter in the mailbox. Introduce drew a picture. Then ask individuals to question classmates about what they did. Responses must be accompanied by pantomime.

T: What did you do yesterday?
C: We went to school and (wrote letters).
G1: What did you do yesterday?
G2: We went to school and (sent letters).

I SAW

Secretly place familiar objects and pairs of objects under a cloth. As the class watches, remove the cloth for a few seconds. Replace the cloth, then call out a pupil's name. Guide the class to ask him what he saw. Remove each object from under the cloth as he names it. Choose individuals to take your place, using other objects.

T: (re-covering a book and two balls) (Tom).
C: (Tom, Tom), what did you see?
P1: I saw a book.
C: What else did you see?
P1: I saw two red balls.

When the game is over, ask pupils to group together the objects which are the same. Before putting them away, guide them to say, "These are (books, balls, pennies, etc)."

WHERE DID YOU FIND (ED)'S (BOOKS)?

Give a pupil a familiar object which he "loses" as a second pupil closes his eyes. Then the second pupil looks for the object. When he finds it, have individuals ask where he found it. The class also tells where the object was found.

P1: ("losing" a puzzle)
P2: (finding it)
P3: Where did you find (Larry)'s (puzzle)?
P2: I found it (by the door).
C: (He) found it (by the door).

GUESS WHO FOUND IT!

Show an object, then "lose" it as a pair of pupils close their eyes. While the pair look for it, have a volunteer close his eyes. When the object is found, the pair stand side by side, hands behind their backs. The volunteer opens his eyes and guesses which pupil found the object. Guide the negative responses. Finally, the found object is shown.

P1: (guessing) (Carl) found it.
P2: No. I didn't find it.
P3: (showing the object he found)
P2: (George) did.

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ESOL-SESD LESSON 119

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LINGUISTIC FOCUS: REVIEW
went, drew, saw

LINGUISTIC FOCUS: NEW
What did you do when you went (to school) (yesterday)?
buy, sang a song, bought, gave, made; money, cent(s), nickel, dime

MATERIALS
Familiar objects
A letter
Sixteen pennies, a nickel, a dime

WHAT DID YOU DO?

Guide groups and individuals to ask pupils what they did the day before. Each pupil pantomimes his activity as he responds. Use pictures if necessary. Introduce sang a song and made (pinwheels, etc.).

C: What did you do when you went to school yesterday?
P1: (after pretending to draw) I drew a picture.

SHOPPING

Set up a "counter" with familiar objects and foods. Guide the first player to say, "I went to the store today and I saw (a book)." The second player repeats exactly what the first player said and adds another item. Continue until a pupil forgets an item, then begin again. If pupils need help, have each item set apart as it is named.

DID HE BUY IT?

Choose two pupils to be "It," and give each a supply of familiar objects. Designate one "It" as a storekeeper, and the other as a "give-away" man. Call on pupils to go to one "It" or the other, at first acting for groups, then later as individuals. After he either buys or is given an object, help the class ask if he bought it. Guide the response.

C: Did you buy your (book), (Al)?
P1: Yes. I bought it.
C: Did you buy your (pen), (Sue)?
P2: No. (John) gave it to me.

THE STORE

Put a few familiar objects on a "counter" and have one pupil at a time "buy" one. Help the class ask him what he did. Guide the response. Continue with other shoppers.

P1: I want (a pencil).
P2: Please give me (two) pennies.
C: What did you buy when you went to the store?
P1: I bought (a pencil).
I gave (John) (two) pennies.

CENT(S) - NICKEL - DIME

Elicit that money is needed when you go to the store. Use real money to help the pupils become aware of (one) cent(s), a nickel and a dime. Guide groups and individuals to say how many pennies make a cent, a nickel and a dime.

T: What did you need when you went to the store?
C: (with the teacher's help) We needed money.
T: (showing a coin)
C: (with the teacher's help) That's a (penny).
(One) (penny) makes (one cent).

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ESOL-SESD LESSON 120

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LINGUISTIC FOCUS: REVIEW
What did you do when you went
(to school) (yesterday)?
buy, sang a song, bought, gave
made; money, cent(s), nickel, dime

LINGUISTIC FOCUS: NEW
There (was, wasn't, were, weren't)
(any) (a pen)s (on the table).
slept, drank, rode; a dollar bill
more

MATERIALS
Pictures of riding a bicycle (A-28), sleeping (A-43), singing, drinking
Sixteen pennies, a nickel, a dime
Pictures of familiar foods
Various familiar objects

WE DO MANY THINGS

Give three questioners one picture each of a school, a store and a house. Help them take turns asking pupils what they "did" when they went to the place shown in their pictures. Use activity pictures or objects to guide the responses. Include sang songs, made (puppets), bought (cereal), gave (John) money, etc. Introduce slept, rode my bicycle and drank milk.

P1: (holding a picture of a house) (Michael). What did you do when you went home?
P2: (with the teacher's help) I (drank) (cocoa).

WHICH IS MORE?

Using real money, review the words cent(s), nickel and dime, and the expression (Three) pennies make (three cents). Introduce a dollar bill. Then help the class say which coin has more value and which has less value. Guide the replies.

T: (showing a nickel and a dime) Which is more, a nickel or a dime?
C: A dime is more.

Also elicit that ten pennies and a dime, and five pennies and a nickel are the same.

T: (showing appropriate coins) Which is more, ten pennies or a dime?
C: They're the same.

NOW YOU SEE IT, NOW YOU DON'T

Place an object on a table for a few moments. Remove it, then help the class, groups and individuals say what was there. Guide groups in question-answer exchanges about the object. After practice on the singular, introduce the plural, There were (puzzles) on the table, and There were (balls) and (boxes) on the table. Ask individuals to handle objects and question pupils.

T: (takes a pen from the table) There was a pen on the table.
C: There was a pen on the table.
G1: What was on the table?
G2: There was a pen on the table.

As a small group close their eyes, a pupil puts an object on the table, then removes it. He gives the group two clues, saying, There (wasn't) (a pen) on the table. The group members try to guess, There (was) (a ball) on the table.

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LINGUISTIC FOCUS: REVIEW
There (was, wasn't, were, weren't)
(any) (a pen)s (in the box).
slept, drank, rode; a dollar bill

LINGUISTIC FOCUS: NEW
Was there a (book) (in the box)?
(Yes, No), there (was, wasn't).
grew, threw, caught

MATERIALS
Various familiar objects; a shoe box; a large ball
Familiar action pictures, such as riding a bicycle (A-28), sleeping (A-43), etc.
Pictures of a puppy, a dog, a kitten, a cat, etc. (See the activity "Growing Up" below)

A MEMORY GAME

Have a pupil place an object on a table and one on the desk for a few seconds. After he removes both, tell him to call on a pair of pupils and say either, "Table" or "Desk." Pupil 2 must mention two items that were not on the (table). Pupil 3 then states what was. Pupil 1 then shows the object. Choose another pupil to recall what was on the (desk). Use the same procedure as above. Give practice on the plural also.

P1: (Table).
P2: There wasn't a (basket) on the table.
There wasn't a (puzzle) on the table.
P3: There was a (pencil) on table.
P1: (shows the object)

A GUESSING GAME

Have a box with several familiar objects in it. As two pupils close their eyes, show the objects that you have in the box, one at a time. Then empty the contents where they cannot be seen. Now the pair open their eyes and guess what was in the box. If the guess is correct, show the object, guiding the class to respond with you. Continue until all the objects are named.

P1: (with the teacher's help) Was there a (book) in the box?
C: Yes, there was. (show the book)
P2: Was there a (crayon) in the box?
C: No, there wasn't.

CAN YOU MAKE UP A SENTENCE?

Show pictures or objects, one at a time, guiding pupils to say a sentence about each, such as I rode my bicycle today, I drank milk for breakfast, I slept last night, and (Fred) gave me a dollar bill.

PLAY BALL!

Give a ball to a pupil in a seated circle, and tell him to throw it to someone. After he does, guide the class to say, "(Paul) threw the ball." After it is caught, guide the class to say, "(Al) caught it." (Al) throws the ball to another.

GROWING UP

Show a picture of a puppy and a dog. Guide the class to say, "The puppy grew up to be a dog." Help groups and individuals make similar statements about the animals below.

kitten-cat
lamb-sheep
colt-horse
calf-cow
chick-hen
piglet-pig
duckling-duck
girl-woman
boy-man

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LINGUISTIC FOCUS: REVIEW
Was there a (book) (in the box)?
(Yes, No), there (was, wasn't).
more

LINGUISTIC FOCUS: NEW
How many (tops) were there?
(Yes, No), there (aren't, were, weren't) (any).
less than

MATERIALS
Various familiar objects
Large Story Card 1 or 2 found in the Peabody Language Development Kit, Level #1
Play pennies, nickels, dimes, dollar bills

WAS THERE A (TOP) ON THE DESK?

Have the class look at the various single objects a pupil has placed on the desk. After covering the objects with a cloth, guide him to question the class about them. After each affirmative response, the pupil shows the object.

P1: Was there a (pen) on the desk?
C: (Yes), there (was).

(YES, NO), THERE (WERE, WEREN"T).

Show a picture such as Large Story Card 1 or 2, and have the class look at it for a few seconds. Then cover it, and question groups and individuals about what was in the picture. Guide the responses, uncovering the picture after each answer to confirm its correctness.

T: (after covering the picture) Were there any (pets) in the picture?
P1: Yes, there were.
T: (uncovers the picture)

HOW MANY?

Have the boys and girls sit facing each other. Give play coins to a member of Group 1 and tell him to put them down on the floor. Guide his group to ask Group 2 how many there are. After the reply, the member picks up the coins. Guide Group 1 to ask how many there were.

G1: How many (pennies) are there?
G2: There are (two pennies).
G1: (picks up the coins)
How many (pennies) were there.
G2: (with the teacher's help)
There were (two pennies).

Guide the groups in similar question-answer exchanges. Sometimes have nothing on the floor.

G2: (putting nothing on the floor)
How many (nickels) are there?
G1: (opening their eyes and with the teacher's help)
There aren't any.

MORE THAN - LESS THAN

Give two groups a few coins apiece, and tell them to say what they have. Then ask which is more. The group with more responds. Help the other group make a statement with less.

G1: We have (eight pennies).
G2: We have (six pennies).
T: Which is more, (eight pennies) or (six pennies).
G1: (Eight pennies) are more than (six pennies).
G2: (Six pennies) are less than (eight pennies).

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LINGUISTIC FOCUS: REVIEW
How many (tops) were there?
(Yes, No) there (were, weren't) (any).
more than; less than

LINGUISTIC FOCUS: NEW
Were there any (elephants) (at the zoo)?
Who was there?
(Gloria) (was, wasn't) there.
(So, Neither) was (Francis).

MATERIALS
A shoe box
Various familiar objects
Pictures of zoo animals
Pictures of a school, a house, a store, a zoo, a park, a playground
Several sets of play money taped to tagboard

PEEK-IN-THE-BOX

Put 0-10 objects in a box. Choose a pupil to look in the box and count the objects secretly. Have him call on volunteers to guess how many objects were in the box.

P1: (after looking in the box) How many (balls) were there?
P2: There (weren't any).
P1: No.
P3: There were (three) (balls).
P1: Right! (shows the objects)

THERE-INDICATING POSITION

Have a pupil show a picture of a zoo. After he turns it toward himself, guide him to ask about the animals. He shows the picture after each response, and together with the class affirms or denies the answer. He also asks how many of each animal were there.

P1: (with the teacher's help) Were there any (lions) at the zoo?
P2: No, there weren't any.
C: (looking at the picture anew) Yes, there were.
P1: How many (lions) were there?
P3: There were (five) (lions). (counts them)

THERE-INDICATING PLACE

Give three pairs of pupils each a picture of a place such as a house, a school or a store. Then help two groups or two individuals at a time question each other about who was in a particular place.

P1: (referring to the pair with the picture of a store) Were there any (girls) at the store?
P2: Yes, there were.
P1: Who was there?
P2: (Ann) was, and so was (Sue).

Continue with other pairs holding pictures of a zoo, etc. Guide volunteers to name two pupils who were not there, for example, (Ada) wasn't there and Neither was (Eva).

RICH MAN - POOR MAN

Give a pair of pupils each a card on which is taped money. Each says how much he has. Elicit which card has more and less value.

P1: I have (two dollar bills).
P2: I have (a dollar bill).
T: Which is (more)?
P3: (Two dollar bills) are (more) than (a dollar bill).

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LINGUISTIC FOCUS: REVIEW
(Are, Were) there any (elephants) on the farm?; aren't

LINGUISTIC FOCUS: NEW
We were (past)ing yesterday.
(I, We) (was, were) (runn)ing when (he) (came in).
went out, came in

MATERIALS
Pictures or objects which suggest activities, such as pasting, coloring, etc.
A few pictures each of familiar farm animals

(I, WE) (WAS, WERE) (SING)ING.

Introduce the imperfect by having the class dramatize actions that they engage in daily, such as singing, drawing, etc. Help them say they are performing the action now and that they did yesterday also. Guide individuals to make similar statements. Use pictures and objects as cues if necessary.

T: (showing a jar of paste)
C: (pretending to paste)
We are pasting now.
T: What were we doing yesterday?
C: We were pasting yesterday.

DOUBLE ACTION

Have a pupil or pair of pupils tak turns going out and coming into th room. After each action is completed, guide the class, groups and individuals to say what they did.

C: (with the teacher's help)
(They) went out.
(after they come in, and with the teacher's help)
(They) came in.

Tell Pupil 1 to go out as Pupil 2 performs an action such as hoppin Guide the class to say what Pupil was doing when Pupil 1 went out. As Pupil 1 comes in, have Pupil 2 perform another action. Guide the class, groups and individuals to describe what happened. Let groups also take turns performing actions as individuals go out and come into the room.

P1: (hopping)
P2: (going out of the room)
C: (Carlos) was (hopp)ing when (Douglas) went out.

ANIMALS ON THE FARM

Designate an area as the "farm" and display there one or more pictures each of some farm animals. Guide groups to ask pupils what animals are there. Guide the responses.

G1: Are there any (pigs) on the farm?
P1: (Yes, No), there (are, aren't)

Then cover the pictures and guide question-answer exchanges about the animals that were there. Guide the responding individuals to show the appropriate pictures, and say how many animals there were. When all the pictures are used, continue with another set.

T: (Horses).
G1: Were there any (horses) on the farm?
P1: Yes, there were.
There were (two) (horses).

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LINGUISTIC FOCUS: REVIEW

(I, We) (was, were) (walk)ing
when (he) (went out).
went out, came in

LINGUISTIC FOCUS: NEW

What (was, were) (he, you)
doing when (Joan) was (walk)ing?
I was sick yesterday.
at the same time
stomach-ache, backache, earache,
headache, toothache

MATERIALS

Familiar action pictures, such as watching TV (A-6), washing dishes (A-16), washing clothes (A-31), ironing clothes (A-35), etc.

Pictures illustrating an earache, a toothache, a stomach-ache, a headache, a backache

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WHAT WAS YOUR MOTHER DOING WHEN...

Guide groups to ask individuals what mother was doing when they arrived home yesterday. The pupil responds, selecting an appropriate picture from a pile provided. Also guide question-answer exchanges about what individuals were doing when father went out (to work).

C: What was your mother doing when you came in yesterday?
P1: (taking a picture of ironing) She was ironing when I came in.

WHAT WERE YOU DOING WHEN...

Give two groups each a directive such as Skip, Run, etc. After the actions are completed, guide the class to ask each group what both groups were doing. Have pairs of pupils make similar statements.

T: (March)! (Walk)!
C: (after the actions are done) What were you doing when they were (walk)ing?
G1: We were (march)ing when they were (walk)ing.
C: What were you doing when they were (march)ing?
G2: We were (walk)ing when they were (march)ing.

AT THE SAME TIME

Give two groups or pairs of pupils similar directives. Guide them to say what they were doing afterwards.

T: (Ann), (jump)! (Sue), (jump)!
G1: What were you doing when (Ann) was (jump)ing?
P1: I was (jump)ing too. (with the teacher's help) We were both (jump)ing at the same time.

SICK

Using pictures or gestures, guide the class to pretend they were sick yesterday. Help them use the word ache with tooth, stomach, ear, head and back.

C: (with the teacher's help) I was sick yesterday. I had a toothache.

Elicit from the class, groups and individuals what was the matter with a pupil yesterday.

T: What was the matter with (Elaine) yesterday? (shows a picture)
C: (She) was sick yesterday. (She) had a (stomach-ache).

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LINGUISTIC FOCUS: REVIEW
I was sick yesterday.
at the same time
stomach-ache, backache, earache,
headache, toothache

LINGUISTIC FOCUS: NEW
What was the matter with (Alice)
yesterday?
Was (Ann) sick last night?
sore; throat; cold

MATERIALS
Pictures illustrating an
earache, a toothache, a
stomach-ache, a headache,
a backache
A handkerchief or kleenex

(NOT) AT THE SAME TIME

Tell two pupils at a time to go out together. Guide groups and individuals to say that they went out at the same time. After they come into the room together, help the class say what they did.

P1& P2: (go out of the classroom together)
C: (with the teacher's help) They went out at the same time.

Then guide pairs of pupils to go out and come in, but not together. Guide groups and individuals to describe what they did.

P1& P2: (after coming into the room a few seconds apart)
G1: (with the teacher's help) (Jerry) and (Jesse) did not come in at the same time.

WHAT WAS THE MATTER WITH...

Display pictures illustrating a toothache, an earache, a headache, a stomach-ache and a backache. Guide the class, groups and individuals to ask one pupil at a time what was the matter with him yesterday. He responds, selecting the appropriate picture.

C: (with the teacher's help) What was the matter with you yesterday, (Guy)?
P1: I was sick yesterday.
(selecting a picture)
I had an (earache).

WAS (ANN) SICK LAST NIGHT?

Introduce sore with throat, foot, finger, thumb, toe and shoulder. Have two groups sit face to face. Guide them to question each other about pupils who were or were not "sick." Guide the reply by pointing to one of the body parts above. To elicit a negative response, fold your arms. Introduce cold.

G1: Was (Ada) sick last night?
T: (holding her shoulder, the pupil named does the same)
G2: Yes, (she) was.
(She) had a sore shoulder.

KERCHOO! KERCHOO! KERCHOO!

Discuss colds, eliciting the need of covering our mouths when we cough or sneeze. Teach the poem below, using appropriate gestures.

When you cough or when you sneeze,
Have your handkerchief ready,
please.
Kerchoo! Kerchoo! Kerchoo!

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LINGUISTIC FOCUS: REVIEW
sore; throat; cold

LINGUISTIC FOCUS: NEW
Why was (Bernie) (sick)?
Why did (he) (go to bed)?
dentist; doctor; too much
not at the same time

MATERIALS
Pictures of familiar foods
Pictures illustrating an earache, a toothache, etc.
A picture of someone in bed
A picture of a doctor, a dentist

WATCH CLOSELY

Whisper to a pair of pupils to perform the same action such as running, marching, playing, etc. When the class claps twice, the action must stop. Then guide the class to ask them what they were doing. The pair say what they were doing and that it was done at the same time.

T: (whispering)
(Skip)!
P1: (skipping)
P2: (skipping)
C: (clapping twice to stop the action)
What were you doing?
P1& P2: We were both (skipp)ing at the same time.

Whisper to a pair of pupils to perform the same action, but a few seconds apart. When the class claps twice, the first pupil stops his action, and the second pupil begins his. Guide them to describe what they did.

T: (Hop)!
P1: (hopping, then stopping when the class claps)
P2: (hops after Pupil 1 stops)
C: (claps to stop the action)
What did you do?
P1& P2: We were both hopping, but not at the same time.

WHY WAS (CLARA) SICK?

Display pictures of familiar foods. Tell the class to pretend that they were sick yesterday. Guide the boys to ask why one of the girls was sick. Guide the girls to say that she ate too much of the food you indicate. Have the groups alternate similar question-answer exchanges about individuals and about the groups as a whole. Volunteers may select the food pictures.

F1: (with the teacher's help)
Why was (Ann) sick yesterday?
T: (selecting a picture of cake)
G2: (with the teacher's help)
Because she ate too much cake.

WHY DID (SHE) (GO TO BED)?

Show appropriate pictures to elicit responses such as Because (he) was (sick, sleepy), and Because (he) had a (toothache). After the class is familiar with the answers, guide groups and individuals to ask each other questions such as Why did (you) go (to bed, to the doctor, to the dentist, home)?

G1: (showing a dentist's picture, and with the teacher's help)
Why did (he) go to the dentist?
G2: (with the teacher's help)
Because he had a toothache.

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LINGUISTIC FOCUS: REVIEW
What was the matter with (Alice) yesterday?
Was (Ann) sick last night?
Who was there?
(Gloria) wasn't there.
Neither was (Francis).

LINGUISTIC FOCUS: NEW
(Were) (you) sick yesterday?
tired, sleepy

MATERIALS
Pictures illustrating sick, tired, sleepy
A blindfold
A make-believe pie

WHAT WAS THE MATTER WITH YOU?

Place a chair in the center of a seated circle. Choose a questioner to sit in it and ask a pupil what was the matter with him yesterday. The pupil responds that he had a stomach-ache, a sore finger, etc., pointing to the sick body part. He becomes the next questioner.

P1: What was the matter with you yesterday, (Lucy)?
P2: I had a (sore toe).

SICK - TIRED - SLEEPY

Display pictures or use gestures to illustrate being sick, tired and sleepy. Guide Group 1 to ask an individual if he was sick last night. With pictures or gestures, guide him to respond. Then Group 2 asks Group 1 about the individual. Continue in this manner with other individuals. Have the groups take turns asking the two questions.

G1: (with the teacher's help) Were you sick last night?
P1: (with the teacher's help) No, I wasn't. I was (tired).
G2: Was (Al) sick last night?
G1: No, he wasn't. (He) was (tired).

KNOCK! KNOCK!

Blindfold a player as a volunteer knocks on the door. Remove the blindfold, then guide the class to say that the two pupils you tap were not there. The player tries to guess who was. If he does, he chooses the next player. If he does not, the pupil who knocked takes his place.

P1: Who was there?
C: (referring to the pupils who were tapped by the teacher) (Bernice) wasn't there. Neither was (Ralph).
P1: Was (Larry) there?
C: Yes, (he) was.

LET'S ALL GET INTO THE ACT

Use a make-believe pie to teach the poem below. Have the class ask the questions. Choose individuals to respond and dramatize the various parts. All the pupils say, "You did," and throw up their arms when they say, "We all did!"

Who made the pie? I did!
Who took the pie? (He) did!
Who found the pie? (She) did!
Who ate the pie? You did!
Who cried for pie? We all did!

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LINGUISTIC FOCUS: REVIEW
a long one

LINGUISTIC FOCUS: NEW
adjectives with -er
(This box) is (bigger) than (that one).
nightgown, pyjamas, dress, pants, coat

MATERIALS
Pairs of objects, such as books, blocks, boxes, toys, etc., one of which is bigger than the other
Pictures of a long and short nightgown, a dress, a coat, pants, pyjamas; long and short objects

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BIG - BIGGER

Show a big box and guide the class, groups and individuals to describe its size. After placing a bigger box next to the first one, elicit that it is bigger.

T: (showing a big box)
This box is big.
C: That box is big.
T: (showing a bigger box and pointing)
That box is bigger.
C: That box is bigger.

Continue with other pairs of familiar objects such as books, blocks, toys, etc. Then choose one pupil at a time to describe pairs of objects.

P1: (touching one object)
This (ball) is big.
(pointing to another object)
That (ball) is bigger.

TALL-TALLER - SHORT-SHORTER

Choose a tall pupil to stand, and elicit that he is tall. Then ask another taller pupil to stand next to him. Guide the class, groups and individuals to describe his size. Then ask, "Which one is (tall, taller)?" As a pupil responds, have him tap the pupil he is talking about.

C: (Bill) is tall.
T: (George) is taller.
G1: (George) is taller.
T: Which one is taller?
P1: (George) is taller.

Help elicit the statement, (Dan) is taller than (Bill). Continue with other pairs of tall pupils. Discuss some of the things tall people can do. Follow the same procedure, using short and shorter.

LONG-LONGER - SHORT-SHORTER

Using pictures of long and short nightgowns, dresses, coats, pants and pyjamas, help groups and individuals contrast long-longer and short-shorter. Then guide pairs of pupils to identify the long and short ones.

C: (with the teacher's help)
That is a (long) nightgown.
T: Which nightgown is (long)?
G1: That nightgown is (long).
G2: This nightgown is (long)er than that one.
P1: This is a (long) one.

Then compare the lengths of two similar objects, such as pencils, sticks, etc. Elicit statements such as This pencil is long, That pencil is longer and This pencil is longer than that one.

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LINGUISTIC FOCUS: REVIEW
adjectives with -er
(This) (box) is (bigger) than (that) one.

LINGUISTIC FOCUS: NEW
(This pencil) is the (long)est (of all).

MATERIALS
Sets of squares, triangles, circles to illustrate big, bigger, biggest - each shape in the set a different color
A flannel board
Sets of objects to illustrate big--biggest, long--longest

BIG - BIGGER

Cut two big square shapes, one larger than the other. Cut each out of a different color of construction paper. Place them side by side on the flannel board. Help one group ask another to describe the size of each. Choose volunteers to select the appropriate shapes.

G1: (with the teacher's help)
Which square is big?
P1: (pointing to the appropriate square)
G2: That square is big.
Which square is bigger?
P2: (pointing to the bigger square)
G1: That square is bigger.

Then choose individuals, one at a time, to come up and describe each shape.

P1: This square is big, but that square is bigger.
P2: This square is bigger than that one.

Follow the same procedure with a circle and a triangle. When the pupils are at ease with the above patterns, ask, "Which is bigger, the (red) (circle) or the (green) (circle)?" Guide the response, The (green) (circle) is bigger, as individuals point to the appropriate shape.

(THIS) (BALL) IS THE BIGGEST OF ALL.

On the flannel board, place the biggest shape next to the two big ones already there. Help the class say it is the biggest. Follow the same procedure with the circle and triangle. Then elicit from the class, groups and individuals which color shape is the biggest of all.

C: (with the teacher's help)
That is the biggest (circle) of all.
T: Which is the biggest (circle) of all?
P1: (with the teacher's help)
The (yellow) one.

Using pupils and objects, introduce and give practice on tallest, shortest and longest in statements such as (Joe) is the tallest, This pencil is the longest of all, etc.

HERE'S A BIG BALL

Teach the following finger play.

Here's a big ball-
(make a circle with thumb and forefinger)
And here's a bigger ball-
(make a circle with both thumbs and forefingers)
And here's the biggest ball of all!
(make a circle with both arms)
Now let's count the balls we've made
One, two, three! (repeat as above)

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ESOL-SESD LESSON 131

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
(This pencil) is the (long)est (of all).
fat, thin, fast, slow

LINGUISTIC FOCUS: NEW
Which is (the longest) (of all)?
(This) belongs to the (young)est.
young, old, small; clown

MATERIALS
Pictures of people, illustrating young--youngest, old--oldest
Objects or pictures of them, such as toys, clothing, etc., associated with various age groups

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GIVE AND TAKE

Using various pairs of objects or pictures of them, such as clowns, clothing, etc., guide a pupil to show a pair and ask another pupil to compare the size of one. The responding pupil in turn questions the first pupil about the opposite object. Give practice on the words fat-thin, fast-slow, tall-short and long. Introduce small.

P1: (showing two clowns)
T: Fat.
P1: Which is fatter?
P2: The (red) clown is fatter.
T: Thin.
P2: Which is thinner?
P1: The (blue) one is thinner.

YOUNG - OLD

Show pictures of people, and help the class make comparisons. Introduce young and old.

C: (with the teacher's help) (This boy) is (young).
G1: (with the teacher's help) (That boy) is (young)er.
P1: (The baby) is the (young)est.

THIS BELONGS TO. . .

Set out three objects or pictures of them, such as a rattle, a football and a scooter. As a pupil picks up one of the objects, guide a group to ask him who it belongs to. He responds, holding the object near the appropriate picture. Follow the same procedure with the remaining objects. Continue with other sets of objects. Finally, ask one pupil at a time to put together all the objects which belong to a particular age group. Guide him to say who they belong to.

G1: (with the teacher's help) Who does it belong to?
P1: (with the teacher's help) It belongs to the (youngest).
P2: (after grouping some objects) These belong to the (youngest).

WHICH IS THE (FASTEST) (OF ALL)?

Prepare sets of pictures, such as three nightgowns of varying lengths, vehicles of different speeds, objects of various sizes, etc. Have one pupil at a time select and show a set. Guide him to question individuals, cuing him with a word. The responding pupil points to the appropriate picture or object.

P1: (showing pictures of a helicopter, an airplane, a rocket)
T: (Fastest).
P1: Which is the (fastest) of all?
P2: (touching the rocket) This one is the (fastest) of all.

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ESOL-SESD LESSON 132

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: NEW
adjectives with more
beautiful, expensive, dangerous,
safe; umbrella, glass, stairs
helicopter, airplane, sea plane,
jet, space ship, aircraft carrier

MATERIALS
Dolls, helicopters, jet and sea planes, space ships, aircraft carriers, or pictures of them
Play money; pictures or objects for safety (see last activity)

BEAUTIFUL (DOLLS)

Display dolls which the girls have brought in. Call on one volunteer at a time to select one that she thinks is beautiful. Guide the class, groups and individuals to ask her why she thinks so. Guide the responses.

P1: (selecting a doll)
(Mary)'s doll is beautiful.
C: (with the teacher's help)
Why is it beautiful?
P1: Because it has (black hair).

In the same manner, guide the boys to talk about airplanes, rockets, etc., or pictures of them.

P1: (with the teacher's help)
(This) (aircraft carrier) is beautiful.
G1: Why is it beautiful?
P1: Because it's (big) and (it carries airplanes).

MORE BEAUTIFUL

Put two dolls, aircraft carriers, or vehicles side by side. Elicit from individuals that one is more beautiful than the other. Guide the class and groups to ask why.

C: (with the teacher's help)
Which is more beautiful?
P1: The (jet) is more beautiful.
G1: Why is it more beautiful than the (sea plane)?
P1: Because (it's fast).

EXPENSIVE - MORE EXPENSIVE

Tape two lollipops on tagboard and play money under each. Elicit how much they are. Then guide the class, groups and individuals to use the expressions expensive and more expensive. Continue with other objects or pictures of them.

T: How much is this lollipop?
C: It's (ten cents).
T: How much is that lollipop?
G1: It's (one dollar).
G2: (with the teacher's help)
That lollipop is expensive.
P1: (with the teacher's help)
This lollipop is more expensive than that one.

PLAY IT SAFE!

Discuss safety, using pictures or objects. Talk about playing with matches, playing in the street, carrying glass, crossing between cars, carrying an umbrella in front of one's face, and running down the stairs. Guide groups and individuals to contrast safe and dangerous.

T: (showing a picture or object)
C: (with the teacher's help)
Is it (dangerous) to (play with matches)?
G1: (with the teacher's help)
Yes, it is. It's (dangerous) to (play with matches).
T: Yes. Because you can burn yourself.

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ESOL-SESD LESSON 133

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
adjectives with more
beautiful, expensive, dangerous
safe; umbrella, glass, matches
stairs, aircraft carrier, space
vehicles (see lesson 132)

LINGUISTIC FOCUS: NEW
adjectives with most
keep; food, warm

MATERIALS
Pictures or objects for safety (see first activity)
Pictures of fire as a destructive force, as an aid in keeping us warm and cooking our food
Various sets of three similar objects or pictures to give practice on the comparative and superlative

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SAFEST - MOST DANGEROUS

Show pictures of riding a bicycle, walking and playing with matches. Have a leader ask a pupil to select the most dangerous, then the safest activity, and describe each. Call on another leader to continue with a new set of pictures.

P1: Which is the (most dangerous)?
P2: (showing the appropriate picture)
(Playing with matches) is the (most dangerous).

Elicit from the class, groups and individuals, the positive aspects of fire: it keeps us warm and it helps us cook our food.

C: Fire is dangerous.
G1: But it helps us too.
T: How does it help us?
G2: (with the teacher's help)
It keeps us warm.
P1: (with the teacher's help)
It helps us cook our food.

MOST EXPENSIVE

Set out three objects or pictures of them. Under each, use play money to show the cost. Next, guide groups and individuals to compare their value. Finally, guide one pupil at a time to tell a volunteer to give him one of the items.

P1: The (red umbrella) is expensive.
P2: The (green umbrella) is more expensive.
G1: (with the teacher's help)
The (blue umbrella) is the most expensive of all.
P3: Please give me the most expensive (umbrella), (Peter).
P4: (does so)

BEAUTIFUL

Show three dolls. Have the class decide which one is beautiful, more beautiful and most beautiful. Then, referring to each doll, one at a time, elicit the reasons as a group for thinking so. Continue with other objects or pictures of airplanes, clothing, etc.

C: (Mary's) doll is beautiful.
(Sue's) doll is more beautiful.
(Ann's) doll is the most beautiful.
G1: (with the teacher's help)
(Ann's) doll is the most beautiful because it (has black hair).
G2: Because it has (a red dress).
P1: Because it's (big).

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ESOL-SESD LESSON 134

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
irregular adjectives
good, better; pretty good,
not good; broken, torn

MATERIALS
Pairs of familiar objects or pictures of them to contrast good and better, pretty good and not good

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GOOD - BETTER

Prepare two pictures, one a simple line drawing, the other with color added. Guide the class to take a value position.

C: (with the teacher's help)
The (first) picture is good.
G1: (with the teacher's help)
But the (second) one is better.
T: Why is it better?
P1: Because it (has color).

Follow the same procedure to contrast good and better, using pairs of familiar objects or pictures of them. Let individuals select which one they think is good and which one is better. Help them tell why.

PRETTY GOOD - NOT GOOD

Set out pairs of objects such as pens, crayons, toys, etc., one which is in good shape and one which is not. Guide the class, groups and individuals to contrast pretty good and not good. Guide the use of the expressions It's (broken, torn, too little). Then guide one pupil at a time to show a pair of objects and help him compare them.

T: (showing a "good" object)
What's this (pencil) like?
C: (with the teacher's help)
That (pencil) is pretty good.
T: (showing a broken object)
What's this (pencil) like?
G1: (with the teacher's help)
That (pencil) is not good.
It's (broken).

A GOOD RULE

Elicit from the class that a good rule to remember about umbrellas is to hold them up high so we can always see where we are walking. Then teach the following poem, using appropriate gestures.

Raindrops, raindrops!
Falling all around;
(fingers imitate falling rain)
Pitter-patter on the rooftops,
(tap softly on desk or floor)
Pitter-patter on the ground;
Here is my umbrella;
It will help keep me dry;
(hands over head)
When I go walking in the rain,
I will hold it up high.
(raise hands in air)

SOMETIMES WE DISAGREE

Show one item at a time, such as a book, a puzzle, an article of clothing, etc. Let the class see that sometimes values conflict. Show one item and ask the pupils who think the item is good to sit in one group, and those who do not agree to form another group. Then elicit reasons from each group for their opinion.

T: Is this a good (book)?
G1: Yes, it is.
It (has pictures).
We like (pictures).
T: Is this a good (book)?
G2: No, it's not.
It's (too small).
We don't like (small books).

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ESOL-SESD LESSON 135

To Support Language Arts Programs in Teaching English
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LINGUISTIC FOCUS: REVIEW
irregular adjectives
good, better; pretty good,
not good; broken, torn

LINGUISTIC FOCUS: NEW
best; bad, worse, worst
many, more, most
game; hopscotch, hide-and-seek

MATERIALS
Sets of three familiar objects to illustrate bad, worse worst of all, broken, torn
Three large sheets, each set containing circles, triangles, squares or sticks, illustrating many, more, most

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GAMES

Discuss games which are familiar to the class. Elicit from pupils which games they think are good and those which are better. Have them give reasons for their opinions.

T: Is (tag) a good game?
P1: Yes, it is.
Because (it's fast).
T: Is (hide-and-seek) a better game?
P2: Yes. (Hide-and-seek) is better than (tag).
Because (I like to hide).

Then, referring to three games at a time, guide individuals to compare them, saying why they think one of them is the best of all.

P3: (Tag) is a good game.
(Hide-and-seek) is better than (tag).
(with the teacher's help)
But (hopscotch) is the best game of all.
Because (I like to hop and jump).

BAD - WORSE - WORST OF ALL

Show three similar objects, each in poorer shape than the preceding one. Refer to them as the first, the second and the last item, introducing the class, groups and individuals to the expressions bad, worse and worst of all. Review broken and torn also.

C: (with the teacher's help)
The first (book) is pretty bad.
G1: (with the teacher's help)
The second (book) is worse than the first one.
P1: (with the teacher's help)
The third (book) is the worst of all.
It's (torn).

MANY - MORE - MOST

Give three pupils each a picture to hold up in front of the class. In each picture, have different amounts of circles drawn. Introduce the adjectives many, more and most, guiding the class to ask groups and individuals how many circles each pupil's picture has. Guide the responses. Continue, giving three pupils at a time a turn to show pictures with triangles, squares and sticks drawn on them.

C: How many circles does (Odette's) picture have?
G1: (with the teacher's help)
(Her) picture has (many) circles.